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ABSTRACT

This three-part report presents the results of an analysis of data collected in the first year of a two-year Teacher Corps study. The study attempts to answer management-oriented questions regarding the development of effective Teacher Corps projects and the assessment of quality and effectiveness of the projects. The report (a) provides an expanded description of program characteristics of the 20 Teacher Corps projects; and (b) reanalyzes the relationship between teacher background, Teacher Corps program, and intern teaching skills using different statistical procedures and variable groupings. The first part of the report presents an overview of the study. The second part describes the (a) Teacher Corps programs, (b) characteristics of Teacher Corps staff, (c) use of competencies in the project, (d) personalization of the program for interns, (e) school-based program for interns, (f) community component, and (g) collaborative decision-making. The third part analyzes data elicited from the study and includes the following: (a) discriminant function analysis, (b) factor analysis of Teacher Corps program characteristics, (c) factor analysis of intern teacher performance characteristics, (d) canonical correlations relating Teacher Corps programs to intern teacher performance, and (e) conclusions. An appendix of tables illustrating the analyzed data is included. (JS)

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FINAL REPORT

Phase II

Contract No. OEC-0-73-5174

TEACHER CORPS PROJECTS: DESCRIPTION AND IMPLICATIONS FOR MANAGEMENT

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Berkeley, California

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I. INTRODUCTION

A. Overview

This volume represents a follow-on to a two-year Teacher Corps study which was conducted by Pacific Training and Technical Assistance Corporation for the U. S. Office of Education. The first year of the study was an analysis of the relationship between intern background characteristics and Teacher Corps program characteristics, and the teaching skills and attitudes of interns at the end of their two years of training.[1] The second year of the study was a follow-up of graduates of Sixth-Cycle Teacher Corps programs who were working as first-year teachers. These graduates were compared with other young teachers in terms of their teaching performance and the performance of their pupils.[2] The results of the first and second years of the study have been reported under separate cover.

This volume will present the results of a further analysis of data collected in the first year of the study. The goals for this further analysis are as follows:

Goal 1: To provide a fuller description of program characteristics at the 20 Teacher Corps projects.

Goal 2: To reanalyze the relationship between teacher background, Teacher Corps program and intern teaching skills using different statistical procedures and variable groupings.

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[1] David D. Marsh, et al, A Study of Teacher Training at Sixth-Cycle Teacher Corps Projects, 3 vols., Berkeley, Calif., Pacific Training and Technical Assistance Corporation, 1974.

[2] David D. Marsh and Margaret F. Lyons, A Study of the Effectiveness of Sixth-Cycle Teacher Corps Graduates, Berkeley, Calif., Pacific Training and Technical Assistance Corporation, 1974.

The purpose of this further analysis of the data is to answer management-oriented questions regarding the development of effective Teacher Corps projects and the assessment of the quality and effectiveness of the projects.

The first goal relates to a fuller description of program characteristics at the twenty Teacher Corps projects which were included in the first year of the study. The projects are described in terms of the following general categories:

- Characteristics of Teacher Corps staff
- The instructional program given interns
- The use of competencies in the project
- The personalization of the program for interns
- The school-based program for interns
- The community component
- Collaborative decision-making and program management

The data from the first year of the study were examined and the most interesting findings within each of the categories listed above were identified. These findings are presented in this volume.

The findings are presented using two formats. The first format presents data by project. For example, a bar graph is presented which depicts the extent to which demonstration of competence of certain teaching skills was required of interns at each of the twenty projects. The second type of data presentation used in this report presents program characteristics by type of project. The following program characteristics were used as spread variables:

Intern Academic Status

- Undergraduate
- Graduate

New or Continuing Project

- New
- Continuing

Ethnic Background of Interns

- Chicano
- Black
- Mixed

Location of Project Site

- Urban
- Rural

In the data presentation using this format, an average score for all projects is also presented.

Data presented using the second format described above will be the focus of discussion in this volume. This second format allows one to generalize about projects that have certain basic characteristics in common. For example, generalizations can be made about projects that have primarily undergraduate or graduate interns. This type of information can be especially useful to Teacher Corps/Washington. It could serve as a basis for redirecting efforts to recruit interns, selecting new Teacher Corps projects, or providing technical assistance to projects.

The description of Teacher Corps program characteristics by project can also be helpful to Teacher Corps/Washington. Its purpose could be to identify special strengths or weaknesses at any one project site and, based on this, suggest the need for special recruiting procedures for interns or for technical assistance efforts.

The analysis of information by project will not be discussed thoroughly in this volume. Program information by project is best suited to be used by program planners and project monitors as they deal with the special circumstances of individual projects from time to time.

The other goal for this report is the reanalysis of data from the first year of the study. This reanalysis involves a further exploration of the relationship between teacher background, Teacher Corps program characteristics as related to the teaching skills and attitudes of interns at the end of their two years of training. In the previous analysis of

this data, this relationship was explored using factor analysis, canonical correlation, and multiple linear regression. The new statistical procedures and variable groupings used in the new analysis will be discussed in Chapter III of this report.

II. DESCRIPTION OF TEACHER CORPS PROGRAMS

Descriptive data about Teacher Corps projects was organized under the following general categories:

- Characteristics of Teacher Corps staff
- The instructional program given interns
- The use of competencies in the project
- The personalization of the program for interns
- The school-based program for interns
- The community component
- Collaborative decision-making

The tables depicting this program information are presented in Appendix A. These tables have been given reference numbers beginning with "A" such as "A1-1" or "A1-2." The most significant findings are discussed below.

A. Characteristics of Teacher Corps Staff

Across all Teacher Corps projects, the instructors for a majority of interns' credits were non-white (Table A1-1). Many of the instructors choose to label themselves "Other" rather than "Black" or "Chicano." This was because they were Spanish-surname other than Chicano (two cases), because they were a mix of several ethnic groups, or because they resisted being "labelled" at all. The category "Other" contained few whites, so that it is accurate to say that instructors for a majority of interns' credits were non-white.

In projects serving black interns, the percentage of credits taught by black instructors was large (37%). Projects serving Chicano interns, however, still had a high percentage of credits taught by white instructors (79%) and a low percentage taught by Chicano instructors (18%).

In comparing the ethnic composition of the project staff with the ethnic composition of the School of Education faculty as a whole, it is clear that the project staff is made up of a much higher percentage of

non-white persons (63%) than is the School of Education faculty (22%). In general, undergraduate projects had a higher percentage of non-white project staff (81%) than did graduate projects (44%). The non-white School of Education faculty is also much higher in undergraduate projects than it is at graduate projects.

The percentage of non-white team leaders and interns is also greater in undergraduate projects (Table A1-4). Whereas 39% of team leaders in graduate projects are non-white, 77% of team leaders in undergraduate projects are non-white. Similarly, 51% of interns at graduate projects are non-white while 82% of interns at undergraduate projects are non-white. It is clear that undergraduate projects have higher concentrations of non-white instructors, project staff and interns.

Non-university staff brought in especially for Teacher Corps are responsible for only a small proportion (16%) of the intern's credits (Table A1-5). The majority of credits are taught by assistant professors or instructors (54%) or by full or associate professors (30%). It is clear that if Teacher Corps/Washington intends to alter the instruction given interns, it must do so by influencing the regular faculty in the School of Education.

Table A1-6 shows the proportion of university instructors of interns who reported they had had certain non-teaching experiences which they felt were relevant to their Teacher Corps work. A majority of the instructors felt they had had management or leadership experiences which were relevant to their efforts as instructors of interns. Only 31% of the instructors felt they had had ethnic or cultural experiences relevant to their efforts as instructors, and only 9% had had community involvement experiences. Assuming that ethnic and cultural experiences as well as community involvement experiences are relevant to being a successful instructor of interns, it appears that Teacher Corps should make provision for instructors to receive such experiences as part of their Teacher Corps experience.

Such a lack of experience was not a problem for team leaders (Table A1-7). The majority of team leaders had experiences categorized

as ethnic and cultural, management and leadership, formal academic, community involvement and personal experiences. For example, whereas 9% of the university instructors reported community involvement experience, 52% of team leaders reported such experience.

The amount of formal training given various role groups in connection with Teacher Corps varied widely by role group (Table A1-10). Team leaders, on the average, received almost 150 hours of training, whereas cooperating teachers and principals received less than 25 hours. Few projects reported giving university instructors any formal training.

As reported in Tables A1-12, A1-13 and A1-14, team leaders, principals and cooperating teachers were asked to assess their training in terms of its perceived quality and usefulness. All three role groups rated their training as being of good quality of usefulness. It is clear that local projects are able to provide training to role groups such as team leaders, principals and cooperating teachers. Teacher Corps/Washington should help local projects identify and train junior staff who will work with cooperating teachers and interns in Tenth-Cycle projects.

B. The Instructional Program Given Interns

This section deals with the instructional program for which the intern receives academic credit other than the community component which is discussed separately. Across all projects, interns have 60% of their credits within the School of Education and 40% of their credits from outside the School of Education (Table A2-1). This proportion differs considerably for undergraduate vs. graduate projects. In undergraduate projects, interns have about as many credits outside the School of Education as within it. For graduate projects, however, 70% of the interns' credits are within the School of Education and 30% are outside the School of Education. This suggests that graduate projects ought to have more control over the intern's program in that the program is more concentrated within the School of Education which presumably (1) is more sympathetic to Teacher Corps goals, and (2) is an easier organizational structure to influence and reform than is a liberal arts

program. It is likely that a greater percentage of credits will be from within the School of Education in future Teacher Corps projects because of the emphasis on in-service training.

Another dimension to examine is the extent of revision of courses taught to Teacher Corps interns. Table A2-2 shows that the projects varied greatly in the extent that courses taught to interns were revised. Table A2-3 allows one to assess whether project-to-project differences are associated with certain basic project features. Graduate projects had course revision to a greater extent than did undergraduate projects. There was virtually no difference between new and continuing projects in terms of the extent of course revision, but urban projects did have more course revision than did rural projects. Both the difference between graduate and undergraduate projects and the lack of difference between new and continuing projects are interesting. Graduate projects had more course revision while having less assistance from faculty in revising the program. Undergraduate projects had less course revision despite a relatively greater amount of assistance from faculty. In general, assistance from faculty was not associated with extent of course revision--the correlation between these variables was almost zero.

New and continuing projects differed only slightly in the extent of course revisions made. These data, and other data gathered in the study, support the notion that program revision happens at a rather steady level throughout the life of any one project. This notion tends to refute two alternative possibilities:

- the bulk of changes are made early in the life of the project
- change at a project happens only after a period (of at least two years) of coalition-building, start-up or similar activity.

Continuing projects did receive more assistance from faculty, however. This suggests that it may take a project at least several years to build a pattern of faculty involvement in change.

C. The Use of Competencies

An important question is the extent to which the twenty Teacher Corps projects implemented competency-based teacher education (CBTE). As Teacher Corps projects have used this concept, it has four defining features:

- The specification of teacher competencies in the program--the extent to which the project has specified teacher competencies and corresponding assessment criteria.
- The individualization and personalization of the program--the extent to which the project provided for differing learning rates and styles and the extent to which trainees could share in decisions about the kind of training they would receive as well as support of their growth as persons.
- The field-centeredness of the program--the extent to which the instruction of interns took place in school or community settings and related to the realities of these situations.
- The use of systems design and empirical data in the program--the extent to which the training program is systematic in integrating curriculum elements and is data-dependent both in monitoring intern progress and in program performance.

The extent to which projects implemented aspects of competency-based teacher education (CBTE) was studied in the first year of the study

Within the definition of CBTE, it is important to see that the extent that competencies have been specified is only one aspect, albeit an important one, of the general notion of CBTE. In this section of the report, the extent that competencies were specified pertains to whether competencies were used at the project, whether demonstration of competence was required of interns, what competencies were used, and who selected and who assessed these competencies. Other aspects of CBTE are discussed later in this report.

Four role groups at the project were asked if competencies were used at the project; these role groups were the project director, the program development specialist, the team leader and the university instructors. It was anticipated at the beginning of this study that all projects would have identified teacher competencies at least to some limited extent. The purpose in asking the four role groups whether competencies were actually used was:

1. To see whether competencies were a part of the actual instructional program or only part of a plan for the program.
2. To see whether these role groups knew about the use of teacher competencies at the project.

The percentage of agreement, within each role group, that competencies were used in the program is an indicator of the degree that teacher competencies were actually used in the program.

Across all projects there was virtually 100% agreement within each of the four role groups that teacher competencies were used at the project (Table A3-1). An important indicator that the use of teacher competencies was widely known within the project is that virtually 100% of the university instructors of interns agreed that competencies were used. In some projects, a sizeable percentage of team leaders felt that competencies were not used. This could indicate that they were not used in the public school setting and/or that team leaders felt the use of competencies was such a minor part of the program, at least in their view, that it was accurate to say that teacher competencies were not used.

Across all projects, 75% of the interns agreed that demonstration of competence was required of them (Table A3-1). At most projects, 60% to 80% of the interns reported the demonstration of competence was required--few projects had more than 90% of the interns who reported that such demonstration was required. It is difficult to understand why

interns at most projects were so divided in their opinion as to whether demonstration of teacher competencies was required or not.

From in-depth interviews with project directors and staff early in the first year of the study, two additional insights were gained about teacher competencies. These insights, however, were not in the form of quantitative data so that tables reflecting these data are not included in this volume. The first of these insights is that teacher competencies were often incorporated in the instructional program as part of a single university course. Only rarely was the same teacher competency explicitly a part of two or more courses--organizing an instructional program by teacher competencies rather than by courses did not prevail to any breat extent. The content of courses remained, for the most part, mutually exclusive, and there was little continuity from one course to another except in the minds of the senior project staff as they planned the instructional program. To the extent that competencies are specified and used by Tenth-Cycle Teacher Corps projects, it is important that they be incorporated in the broad program rather than isolated within one course.

The second insight follows from an analytic framework for analyzing competencies. This framework differentiates competencies into three categories according to whether the teacher competency was essentially:

- a knowledge or attitude which interns are to possess, such as a knowledge of the difference between higher and lower order questions
- a teaching skill such as the ability to ask a small group of children several higher order questions
- a pupil outcome such as the ability to have children show they can evaluate a simple scientific hypothesis

Most of the teacher competencies were specified at the knowledge level of specification, some were at the teaching skill level, and only a few were specified at the pupil outcome level. This fact and the degree

to which competencies were isolated within a course helps to explain why the extent that competencies were used was not positively related to any intern teaching skill.

During the first year of the study, the specific competencies used by projects were identified by means of interviews with project staff and an analysis of project proposals. These competencies were organized under seven general categories, which are as follows:

- Teacher Corps interns emphasize involvement in the school and community, using the broad resources of school and community in teaching and gaining the support and involvement of parents in the school.
- Interns are encouraged to use cooperative patterns of decision-making, both as members of teaching teams and as teachers involving pupils in learning decisions.
- Interns are encouraged to develop curriculum materials and content that are realistic and relevant to minority-group children.
- Interns are encouraged to develop high-quality affective relations with pupils, developing rapport, using appropriate body contact, and other means of communicating.
- Interns are encouraged to use competency-based instructional techniques.
- Interns use innovative reading techniques and demonstrate a real interest in pupil reading growth.
- Interns are given experience in inner-city school environments and are expected to gain an understanding of inner-city problems and a competence to deal with these problems.

The teacher competencies at most projects could be subsumed under these categories. Individual projects also had unique teacher competencies which are not easily summarized and are not reported in this volume. One important implication of the new Teacher Corps mission

is that it is probable that new projects will have a more diverse set of training objectives than Sixth-Cycle projects had. Greater diversity in training goals between projects has implications for project monitoring, technical assistance and evaluation efforts.

At most projects a number of role groups were involved in the selection of the competencies (Table A3-4). Virtually every project involved the project director, the program development specialist, university instructors and team leaders in the selection process. At approximately 50% of the projects, interns were involved in the selection process and a similar proportion of school district staff were involved in this process.

Most of the projects used university instructors and team leaders in the evaluation of intern competencies (Table A3-5). Intern self-evaluation or intern evaluation of other interns was used only rarely.

D. The Personalization of the Program

The personalization of the program for interns includes the degree to which interns select the pace of their own instruction and have a choice about the order in which they take their coursework. Personalization also includes the extent to which the program allows interns to be self-directed within the program and the degree to which the program supports the intern's personal growth. Finally, it includes the amount of cross-cultural and sensitivity training given interns.

On the average, projects gave interns a chance to select their pace of learning in approximately 50% of the interns' courses (Table A4-5). At several projects this percentage approached 100% (Table A4-1). Relative to other teacher education programs known to this writer, the Teacher Corps projects were unusually advanced in the amount of choice given interns regarding the pace of their instruction.

Interns had less choice about the order in which they took their courses. The same two projects, however, provided interns a choice for almost all of their coursework (Table A4-4). There was virtually

no difference between graduate and undergraduate projects concerning choices about either the pace of instruction or the order of courses taken (Table A4-5).

Interns and the program development specialist were asked to rate the extent to which the program allows interns to be self-directed on a scale ranging from "to a great extent" to "not at all." On the average, both the interns and the program development specialist rated projects as being halfway between "to a moderate extent" and "to a limited extent" on this variable (Table A4-6). Again, there was virtua ly no difference between projects on dimensions such as new vs. continuir g, undergraduate vs. graduate, urban vs. rural, or predominantly Chican) interns vs. predominantly black interns.

Interns were asked to rate whether projects supported their personal growth in specified ways (Table A4-7). Table 1 below presents the percentage of all interns who agreed that projects supported their personal growth in the ways listed.

Table 1

Percentage of Agreement that the Project Supported Interns' Personal Growth in Various Ways

Activity	Percentage
Interaction with Project Staff	55%
Participation in Group Sessions/ Association with Other Interns	11%
Participation/Involvement with Community	4%
"Heavy" Experiences such as Week-End Retreats	5%
Classes, Courses, Workshops, Seminars, Films, etc.	32%
Flexibility of the Program	16%

It is clear that interaction with project staff was the most common way that the program supported the intern's personal growth.

Interns and project directors agreed that cross-cultural training was given "somewhat often" at the projects (Table A4-9). Chicano projects provided this training somewhat more often than did other projects. Presumably cross-cultural training is relatively more important to Chicano projects than to other projects. Sensitivity training was rarely given at the projects. However, Chicano projects, as viewed by the project director, again did considerably more of this training than did other projects (Table A4-8).

It is likely that Tenth-Cycle interns will have a much more individualized training experience. However, it might happen that interns will suffer in Tenth-Cycle projects because of a lack of esprit de corps which existed in projects with 30 to 40 interns. Teacher Corps/Washington should devise ways to gather information about intern feelings and experiences in the Tenth-Cycle program context. It could also find ways to provide support for interns in Tenth-Cycle projects who might feel alienated in the public school setting.

E. The School-Based Program for Interns

The school-based program for interns refers to demographic characteristics of the school where interns serve as well as characteristics of the Teacher Corps program as it exists in the school setting. This section also refers to innovations in the school which the intern might be able to observe or participate in.

Across all schools served by Teacher Corps interns, 60% of the pupils and 40% of the teachers are non-white (Table A5-1). The proportion of non-white pupils and teachers varies significantly according to whether the project is a graduate or undergraduate project. At undergraduate projects 67% of the pupils and 50% of the teachers are non-white, whereas 43% of the pupils and 30% of the teachers at graduate projects are non-white. Across all projects 47% of grade school pupils qualify

for Title I funds (Table A5-3). Again, undergraduate projects exceed graduate projects in the percentage of pupils who qualify for such funds. It is clear that undergraduate projects serve a more non-white, low income pupil population.

Teacher Corps interns had considerable opportunity to observe and participate in innovative teaching at the school (Table A5-5). On a scale ranging from "to a great extent" to "never," interns were asked to rate the extent they observed or participated in innovative teaching. Across all projects, the average rating for both activities approached "to a great extent." More importantly, Table A5-4 shows that Teacher Corps itself played a major role in implementing these innovations. The percentage of all schools where innovations at the school were either begun or expanded due to Teacher Corps are summarized in Table 2 below.

Table 2

The Percentage of Schools Where Innovations at School Were a Direct Result of Teacher Corps

Innovation	Percentage
Team Teaching	56%
"Open Classrooms"	53%
Learning Centers	88%
Individualized Instruction	21%
Modular Instruction	59%
Bi-Lingual Instruction	34%
Ethnically Oriented Instruction	24%
Non-Graded Classrooms	48%
Ethnic Studies	28%

It is interesting that the percentage of schools implementing individualized instruction is so low (21%) compared to the percentage of schools implementing learning centers or modular instruction. It is clear that individualization of instruction was perceived as being different from learning centers and modular instruction, and that it was more difficult to implement this concept.

Team leaders played an important role in Teacher Corps projects as reported in the final report for the second year of the study. Team leaders are experienced teachers who are employed full time as project staff to work as "clinical professors" with interns in the school setting. Table 3 below shows the average number of hours which team leaders typically devoted to various activities.

Table 3

Hours Per Week of Team Leader Activities

Activity	Hours per Week
Direct Supervision of Interns	12
Classroom Teaching (including Model Teaching)	9
Leadership Role in Team Teaching (e.g., planning, curriculum develop.)	6
Teacher Corps Administrator, including Liaison Work	6
Counseling (All Types)	6
Helping Interns with Community Course Work	3

Apparently team leaders spent most of their time either in the direct supervision of interns or as classroom teachers including model teaching (See Table A5-6).

Table A5-7 shows that these team leader activities translated into assistance given each intern as follows:

- general information--once per day
- teaching methods--about every other day
- curriculum development--several times per week

Obviously each intern received far more assistance from the team leader than would the typical student teacher receive from his college supervisor or other clinical professor.

Team leaders also helped interns follow up on training given in university courses (Table A5-8). Team leaders typically reported that they had "some" information about the content of interns' courses and that they had "some" opportunity to help interns apply the course-work in the school settings. Besides the assistance given by the team leader, interns were aided by video-tape feedback of their teaching (Table A5-9). This assistance was given either in simulated or actual school settings. Interns typically received several hours of this each month--more often in simulated than in actual classroom settings.

F. The Community Component

The community component represented a rather unique feature of Teacher Corps projects. Across all projects, interns reported spending approximately seven hours per week on the community component. When travel time is included, this amounts to 20% of the interns' program (Table A6-1). There was little variation between types of projects in terms of time interns spend on the community component. There was considerable variation between individual projects, however.

The community component involved interns in a variety of activities in the community (see Table A6-3). Table 4 following summarizes various types of community component activities and the percentage of all interns who participated in each activity at some time during their training.

Table 4

The Percentage of All Interns Who Participated in Each Type of Community Component Activity During Their Peace Corps Training

Activity	Percentage of Interns
Tutoring	65%
Work to Involve Parents in School Activities	56%
Work with Community Organizations	59%
Operate Day Care Centers	6%
Specialized Educational Opportunities	22%
Specialized Community Services	13%
Helping Social Agencies	19%

Projects differed considerably from one another in terms of the activities which interns participated in during the community component of the project (Table A6-4). Projects also varied in terms of the frequency of supervision given interns and the role group of the supervisor for the community component (Table A6-5). In general, interns felt that the supervision was moderately helpful (Table A6-6). Interns also rated the public school staff as "highly supportive" of the interns' involvement in the community (Table A6-7). It is hard to explain this last finding in light of interns' frequent comments to the evaluation staff that they felt alienated from the public school staff.

G. Collaborative Decision-Making

This section describes the degree of influence that twelve different role groups had in project level decisions about:

- planning the allocation of project funds, setting project goals and planning the actual instruction of interns
- selecting the project director, the team leaders and the interns
- resolving conflicts between the project and the LEA, the community and the IHE

The twelve role groups studied are presented in Figure 1.

Members of the Communities
Superintendents of Schools
Cooperating Principals
Cooperating Teachers
Deans of Schools of Education
University Instructors for TC
Community Coordinators for TC
LEA Coordinators for TC
TC Interns
TC Program Development Specialists
TC Team Leaders
TC Project Directors

Figure 1

The Twelve Role Groups Who Influenced Project Decisions

The influence of each role group was measured on a scale from "considerable" to "none" as perceived by the project director and two other role groups, usually the team leaders and a representative from either the IHE or the LEA. The three role groups provided three independent ratings of the influence of all role groups in each of the decision areas described above.

The first set of decisions related to the degree of influence that various role groups had in planning activities at the local project. These activities related to the allocation of project funds, the setting of project goals and the planning of the actual instruction for interns. As seen by the project director, ten role groups had at least a modera e influence on the allocation of project funds. The only groups that were not at least moderately involved were members of the community and cooperating teachers. Moreover, every role group was seen as havin at least a moderate level of influence on the setting of project goals. This is a truly impressive feat, given the range of groups involved in project and the small amount of time which projects had to prepare and submit proposals to USOE. The actual instruction of interns was, quite naturally, planned by a smaller number of role groups. These groups included principals, cooperating teachers and LEA coordinators from the school districts. They included the Dean of the School of Education and university instructors as well as Teacher Corps project staff. It is interesting to note that Teacher Corps interns were also involved to a considerable extent in planning their own instruction.

Another set of decisions within the local project related to the selection of staff such as the Project Director, Team Leaders and interns. The Project Director was selected by a broad range of groups where members of the community, the superintendent and the LEA coordinator from the school district, the Dean of the School of Education and project staff all had at least a moderate level of influence in his selection. Again, it is impressive that a broad range of groups were involved in the selection of senior project staff.

Ten role groups had at least a moderate level of influence in the selection of team leaders and interns. These groups included representatives of the community, the LEA at the district and building level, university instructors and project staff. It is clear that the requirement by Teacher Corps/Washington that such a broad range of role groups be involved in the selection of team leaders and interns has been translated into a reality at the project level.

A third set of decisions at the local project related to the degree of influence that various role groups had in resolving conflicts between the Teacher Corps project and the LEA, the community, and the university respectively. An interesting general trend that appears in the analysis of data about these decisions is the extent to which many role groups were involved in resolving all three types of conflicts. This suggests that the coalition of institutions functioned as cooperative decision makers, not only about planning the project and the selection of project staff, but also in resolving conflicts across the institution.

The degree of influence that the role groups had in the three types of decisions discussed above--project planning, staff selection, conflict resolution--was analyzed according to project characteristics such as graduate/undergraduate status of interns and whether the project was a new or continuing project. There was little difference between undergraduate versus graduate projects, or new versus continuing projects, in the degree of influence that role groups had about setting project goals. For example, the Dean of the School of Education, university instructors, and the project director had about the same level of influence whether the project was undergraduate or graduate and whether the project was new or continuing.

In the selection of interns, several role groups had significantly more influence in continuing projects than they did at new projects. Of special note is the greater participation by cooperating teachers, principals and school superintendents in the selection of interns at continuing projects. There was little difference between projects that were predominantly Chicano versus predominantly black or mixed in terms of the degree of influence that various role groups had in the selection of interns. The same can be said about the relative influence of various role groups when comparing urban versus rural projects.

There was little difference between new and continuing projects in the extent of influence that various role groups had in resolving conflicts between the project and the IHE. There was also little difference associated with whether a project was undergraduate or graduate, served

predominantly Chicano or predominantly black interns, or was located in an urban or rural setting. There was an important difference, however, between new and continuing projects in terms of the degree of influence between the project and the LEA. At continuing projects the cooperating teacher, the principals and school superintendents all had considerably more influence in resolving this type of conflict. At the same time, both the Teacher Corps project director and the interns were seen as having more influence in continuing as opposed to new projects.

III. FURTHER ANALYSIS OF THE FIRST YEAR'S DATA

A. The Discriminant Function Analysis

This analysis involves further exploration of the relationship between intern background, Teacher Corps program, and intern teaching skills and attitudes as assessed at the end of their two years of training. These relationships were explored in the first year of the study using factor analysis, canonical correlation and multiple linear regression analysis.

During the analysis performed last year, factor analysis was used to reduce the number of intern background, Teacher Corps program and intern teaching skills and attitudes factors respectively. For the Teacher Corps program characteristics and the intern teaching skills, the factor analysis was used to empirically combine variables that also were logically related to each other. For example, all variables concerning the "personalization of the program" for interns were factor analyzed. The result was four Teacher Corps program factors concerning the personalization of the program. In all, 75 Teacher Corps program factors were created within 14 categories of program variables. The categories of Teacher Corps program are presented in Figure 2. Readers interested in additional details about the factors, including variables that loaded on each factor, should consult Volume III of the final report for the first year of the study.[3]

The variables concerning intern teaching skills and attitudes were also factor analyzed. Again, the factor analysis was done only within logical categories of variables to increase the likelihood that the factors would be interpretable.

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[3]David D. Marsh, et al, A Study of Teacher Training at Sixth-Cycle Teacher Corps Projects (Volume III--Supplementary Statistical Tables)

THE FOURTEEN CATEGORIES OF PROGRAM FACTORS

I.	General Characteristics of the Project Site
II.	Characteristics of Cooperating Institution of Higher Education
III.	Characteristics of the Cooperating School Districts
IV.	Characteristics of the Training Staff
V.	The Recruitment and Selection of Interns
VI.	The Structure and Content of Experiences for Which Interns Receive Academic Credit
VII.	The Use of Specified Teacher Competencies in the Program
VIII.	The Degree of Personalization of the Program
IX.	The Practicum Experiences of the Interns in the Public School Setting
X.	Other Characteristics of the School Setting in Which the Intern Works
XI.	The Community Component of the Project
XII.	The Evaluation Processes Within the Project
XIII.	The Programmatic Continuity Within the Project
XIV.	The Stability and Decision Making Processes of the Project

Figure 2

The Fourteen Categories of Program Factors

Canonical correlation analysis was then used to identify intern background and Teacher Corps program factors that were even slightly related to intern teaching skills. The result of this analysis was the identification of 22 factors, all Teacher Corps program characteristics, that were related to intern teaching skills. The relationship between these Teacher Corps program factors and the teaching skills was then explored using multiple linear regression. This procedure identifies one or several independent variables (the Teacher Corps program factors) which predicted a single dependent variable (a selected intern teaching skill). While this procedure is the best one from a research point of view, it may not be the best technique from a management point of view.

Multiple linear regression predicts a score on the dependent variable. Management may be more interested in the prediction of whether interns did unusually "well" or "not so well" as measured by the dependent variable. To determine this, the data were reanalyzed using discriminant function analysis.

In preparation for this new analysis the intern teaching skill factors were grouped into clusters. For example, the factor "Introduction of culturally relevant curriculum materials" and the factor "Introduction of new curriculum" were combined into a cluster labelled "Use of Materials." The intern teacher performance clusters and the individual factors which went into making up these clusters are presented in Figure 3. This clustering of factors was done as a way to simplify and add power to the data analysis.

A multivariate analysis of variance was then performed for each derived intern teacher performance cluster. This was done to test whether sufficient variation between projects existed to warrant performing a discriminant analysis. Every teacher performance cluster had sufficient variation.

IPC 1.	Intern Utilization of Community Resources	
	(1.1)*	Intern Utilizes School and Community Resources
		Intern Initiates Contact with Parents
	(1.3)	Intern Initiates Contact with Parents: telephone calls
	(1.4)	Intern Initiates Contact with Parents: home visits
	(1.5)	Intern Initiates Contact with Parents: number of hours
	(1.6)	Intern Initiates Contact with Parents: after school or week-end activities
IPC 2.	Lesson Planning	
	(2.3)	Instruction follows lesson plan
	(2.4)	Extent of group planning of lessons
	(5.1)	Team leader's perception of effectiveness of intern lesson planning
	(5.4)	Intern's perception of effectiveness of own lesson planning
IPC 3.	Use of Materials	
	(2.2)	Introduction of culturally relevant curriculum materials
	(3.1)	Introduction of new curriculum
IPC 4.	Individualization and Personalization of Instruction	
	(2.1)	Degree that instructional choices are given to pupils
	(4.6)	Children can explore room and select work group
	(5.2)	Diversity of instructional modes used in classroom
	(5.7)	Extent to which intern provides different learning activities for different children
IPC 5.	Child-centered Structuring of Interaction	
	(4.1)	Child-initiating/intern responding
	(4.2)	Intern accepts and uses pupil ideas
	(4.3)	Intern asks open-ended questions

*The numbers in parentheses refer to the reference numbers used in the original Phase I report as labels for the exit factors. Each intern performance cluster (IPC) above is derived by adding together the scores of the individual exit factors listed under each IPC.

Figure 3

Intern Teacher Performance Clusters

	(4.4)	Intern is attentive to children
	(4.5)	Intern gives acknowledgment
IPC 6.	Diagnosis of Pupils' Skills	
	(5.1)	Team leader's perception of intern's effectiveness at pupil diagnosis
	(5.4)	Intern's perception of effectiveness of own skills at pupil diagnosis
IPC 7.	Intern Action as Change Agent in the School	
	(1.2)	Intern's perception and action as change agent in the school
IPC 8.	Intern Perception of Problems Related to Schooling	
	(7.1)	Intern feels competent to deal with problems of schools serving low income/minority children
	(7.4)	Intern perceives reading failure as due to teacher and poverty as due to structural factors in society

Figure 3 (cont'd)

Discriminant analysis was performed using Teacher Corps program characteristic factors as predictors of whether a teacher was "above average" or "below average" on each of the eight intern teacher performance clusters. A separate discriminant analysis was performed for each intern teacher performance cluster. The results of the discriminant analysis are presented in Table 5. In general, there is only one Teacher Corps program factor that is a sufficiently good predictor for each intern teacher performance cluster.

The first teacher performance cluster--"Intern utilization of community resources"--is made up of several variables concerned with initiating contact with parents as well as one concerning utilization of community resources. The only Teacher Corps program variable that predicts this teacher performance is the team leader/intern ratio. The smaller the ratio, the more likely that the teacher was among those teachers who were above average in utilizing community resources. The correlations between Teacher Corps program characteristics and the teacher utilization of community resources, as measured in the second year of the study, included team leader/intern ratio as one of twenty program characteristics related to teacher utilization of community resources. The discussion of these correlations in the final report for the second year provides the best insight into useful relationships between Teacher Corps program characteristics and teacher utilization of community resources.[4]

In Phase II of the study, 17 Teacher Corps program characteristics were identified which were significantly correlated with lesson planning skills. Lesson planning as measured in Phase I was related, by means of the discriminant analysis under discussion, to one Teacher Corps program characteristic--the extent of course revision associated with courses given Teacher Corps interns. This variable was not among the 17 variables identified by the analysis of correlations in Phase II of the study.

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[4]David D. Marsh and Margaret F. Lyons, A Study of the Effectiveness of Sixth-Cycle Teacher Corps Graduates, pp. 91-96.

Table 5

Discriminant Analysis with
Teacher Corps Program Characteristics
As Predictors of Clusters of
Teacher Skills

Teacher Skill Cluster	Teacher Corps Program Variables that are Good Predictors ($p < .05$)
IPC 1. Intern Utilization of Community Resources	PR 1.5 Team Leader/Intern Ratio
IPC 2. Lesson Planning	PR 6.1 Extent of Course Revision for Teacher Corps Training
IPC 3. Use of Materials	PR 9.3 Many Role Groups Involved in Selection of Cooperating Teacher
IPC 4. Individualization and Personalization of Program	PR 4.6 Proportion of T. C. Credits Taught by White Instructors PR 10.6 Percent of Black Staff in Public School
IPC 5. Child-centered Structuring of Interaction	PR 8.1 Extent that Intern Feels Accepted Within Project and Amount of Sensitivity and Cross-Cultural Training (-) PR 8.2 Intern Feels He Can Be Self-Directed
IPC 6. Diagnosis of Pupils' Skills	(-) PR 14.1 Extent of Discontinuity of Project Staffing PR 13.3 Follow-up of Academic Instruction in School Setting (-) PR 8.2 Intern Feels He Can Be Self-Directed
IPC 7. Intern Action as Change Agent in the School	PR 1.8 Number of Previous Cycles of Teacher Corps (-) PR 9.5 Amount of Clinical Supervision Given to Intern PR 9.2 Intern on Teaching Team Characterized by Loose Operations, Intern Frequently Asks for Help, Team Leader Teaches and in School Environment Allows Interns to Bring About Change Outside Their Classrooms (-) PR 2.1 Percent of Minority Group Professors in School of Education PR 11.5 Variety of Groups and Agencies Involved in Supervision of Community Component

Table 5 (cont'd)

IPC 8. Intern Perception of Problems Related to Schooling	PR 10.4 Extent of Curriculum Expansion and Development in School as a Result of Teacher Corps (-) PR 4.14 Staff Explains Poverty as Problem with Individual or with Fate

The teacher performance cluster--"Use of Materials"--includes the introduction of culturally relevant curriculum materials and the extent of new curriculum, of all types, which was introduced. This teacher performance cluster was related, positively, to one Teacher Corps program characteristic--that many role groups were involved in the selection of the cooperating teachers. It may be that when many role groups were involved in the selection of the cooperating teachers, the teachers selected were more innovative, especially in terms of using and developing innovative curricula. This interest on the part of cooperating teachers could then be passed on to interns. This is one instance where it is the innovativeness of the cooperating teacher rather than the innovativeness of the team leader that was most influential for the intern.

The fourth teacher performance cluster--"Individualization and personalization of instruction"--included several variables such as the degree that instructional choices are given to pupils and the degree to which children can explore the classroom and select the group of pupils they will work with. This cluster also includes the diversity of instructional modes used in the classroom and the extent to which interns provide different learning activities for different children. This cluster was related to two Teacher Corps program characteristics--the proportion of Teacher Corps course credits taught by non-white instructors and the percentage of black staff in the public school. This strongly suggests that non-white faculty and public school staff were able to instill in interns a far greater motivation and ability to individualize instruction for children.

The next teacher performance cluster is the extent to which the teacher/pupil interaction in the classroom is child-centered. This cluster includes the frequency of child-initiating/teacher-responding behavior, the extent to which the teacher accepts and uses pupil ideas, the extent to which the teacher asks open-ended questions, the extent to which the teacher is attentive to children and acknowledges their responses to her/his questions.

An interesting pattern of Teacher Corps program characteristics was related to the extent of child-centered structuring of the teacher/pupil interaction. Interns who were above average in this area of teacher performance were interns who were in Teacher Corps projects where they themselves felt accepted and where the project conducted a good deal of sensitivity and cross-cultural training. Moreover, these interns came from projects where the intern did not feel she/he could be self-directed in the school setting. In other words these were interns who were not allowed to "do their own thing" but instead were part of a team of other interns, the team leader and/or cooperating teachers. Using other data from this study, it can be concluded that good things happen when a team leader and a group of interns operate as an independent team. Several teacher performance skills, such as utilization of community resources in the classroom and action as a change agent, are promoted in the team context. However, when individual interns were given considerable independence, i.e., they were allowed to be self-directed, there was a lack of child-centered structuring of the interaction between teacher and pupil.

The sixth intern teacher performance cluster pertains to "Diagnosis of pupil skills" as perceived by both the team leader and the intern. Interns who were above average on this skill had three Teacher Corps program characteristics in common. First, they tended to come from projects that had continuity of project staffing. Second, they tended to come from projects where there was considerable follow-up of academic instruction in the public school setting. Perhaps diagnosing of pupil learning is a skill which was taught in academic instruction and was reinforced in the school setting, rather than being a skill which interns learned from public school staff themselves. This implies that public school staff were not especially adept at this skill. Finally, diagnosis of pupil learning was associated with projects where, once again, interns were not allowed to be self-directed in the public school setting. Intern self-direction may interfere with the transfer of academic instruction to the school setting. This suggests that interns

need help from others in following up or applying their coursework in the school setting.

Intern action as a change agent is the next teacher performance cluster. Interns who were "above average" in bringing about change in the school, beyond their own classroom, were on teams where the team leader was the master teacher and where bringing about such change was encouraged. This finding is highly significant for Teacher Corps/Washington as it prepares for its new focus on intern training coupled with in-service training of regular teachers. The finding suggests that interns who work too closely with regular teachers, without the independence and support that was found to be associated with a teaching team where the team leader is the master teacher and encourages action as a change agent, may not acquire skills as a change agent. There is strong evidence to support this concern in the analysis of variables such as "service orientation of project," "presence of change training in project," "staff orientation to change" and "relevance of project to LEA" as discussed in the Abt Associates study of NCIES programs.[5]

The last intern teacher performance cluster is the "Intern perception of problems related to schooling." This cluster includes the intern's feeling that he/she is competent to deal with problems related to schools serving low income/minority group children. In addition, the cluster includes the intern's belief that teachers rather than pupils are primarily responsible for poor reading development in children. The cluster also includes an attitude that poverty in general is due to structural factors in the society rather than due to lack of individual effort. This set of teacher attitudes was related to pupil growth in the second year of the study. This teacher performance cluster was related to several Teacher Corps program characteristics.

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[5]Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems (Volume III). Cambridge, Mass., Abt Associates Inc., Chapters V-VII.

It was related to projects where the staff shared an attitude that poverty in general is due to structural factors in the society rather than due to lack of individual effort. This set of attitudes was also related to projects where many innovations in the school were initiated or expanded as a result of Teacher Corps.

B. The Factor Analysis of Teacher Corps Program Characteristics

As was explained in the previous section, the Teacher Corps program characteristics data were factor analyzed within 14 categories of program variables to produce 75 Teacher Corps program factors. This was accomplished in the first year of the study. It is important to know if these 75 factors can be further reduced by factor analysis to produce a few powerful Teacher Corps program factors that might be related in an important way to intern teacher performance clusters or pupil learning variables.

A varimax factor analysis was performed using both orthogonal and oblique rotations and forcing the data into between 4 and 10 factors. These procedures were unsuccessful in further reducing the 75 Teacher Corps program factors to a smaller number of meaningful "super" program factors. The "super" factors had large eigenvalues, i.e., they were accounting for a large percentage of the variance. However, none of the 75 program factors loaded on any "super" factor with a factor loading exceeding .5. This means that none of the 75 program factors was sufficiently related to any "super" factor to allow for a meaningful interpretation of the "super" factor.

A subset of the 75 Teacher Corps program factors were identified by the data analysis team as being factors which a local Teacher Corps project director could manipulate in his/her role as manager of the local project. It was judged that the local project director could manipulate intern selection criteria and procedures, and a number of program variables. However, the director could not manipulate demographic characteristics of the IHE or the LEA as well as certain program characteristics.

The selected subset of Teacher Corps program factors were factor analyzed using the same procedures described above. The results were the same--large eigenvalues but low factor loadings. Consequently, it was concluded that neither the entire set of 75 Teacher Corps program factors nor the subset of these factors which could be manipulated by a local Teacher Corps project director could be reduced to yield a small number of "super" program variables.

This finding has implications for Teacher Corps/Washington. It remains no easy task to counsel or provide technical assistance to local projects--there seems to be no small set of "super" Teacher Corps program variables that are condensations of many Teacher Corps program variables.

C. The Factor Analysis of Intern Teacher Performance Characteristics

A factor analysis was performed using the original intern teaching skill factors. The analysis identified three "super" factors which account for 83% of the variance. The "super" factors and the variables that loaded on each are portrayed in Table 6.

Table 6

Factor Loadings for the Three
Intern Teaching Skill Super Factors

Factor		Factor Loadings
Factor No. 1	.86	EX 5.1 Effective Pupil Diagnosis, Lesson Planning and Informal Authority (As See Team Leader)
Eigenvalue = 4.81	.84	EX 4.7 Overall Ability to Relate to and Communicate with Pupils (Team Leader)
Percent of Variance = 32.6	.79	EX 2.2 Introduction of Culturally Relevant Curriculum Materials (Team Leader)
	.75	EX 1.1 Intern Utilizes School and Community Resources
Factor No. 2		
Eigenvalue = 3.80	.81	EX 6.1 Hours per Week Teaching Reading
Percent of Variance = 25.8	-.74	EX 3.2 Intern Used Broad Range of Resources in Preparing Lesson
	.71	EX 5.2 Diversity of Instructional Modes Used in Classroom
Factor No. 3		
Eigenvalue = 3.58	-.85	EX 1.6 Intern Initiates Contact with Parents: After School or Weekend Activity
	.80	EX 4.3 Intern Asks Open-ended Questions, Attends to Response and Praises Child
Percent of Variance = 24.3	.58	EX 4.1 Child Initiating/Intern Responding Classroom Interaction

The first factor appears to relate to an intern's ability to diagnose pupil learning and communicate with pupils. It is quite interesting that these abilities are so closely related to each other and to an intern's ability to draw upon school and community resources in providing ins ruction as well as using culturally relevant curriculum materials. Evidently the intern's ability to perceive the special needs of low income children is closely related to his/her ability to respond to such needs by drawing on community and instructional material resources especially suited to these children.

The second factor is not easily interpreted. The third factor, however, repeats a trend identified in the first year's final report. This is that interns who have a child-centered orientation in structuring the teacher/pupil interaction are interns who are not especially effective in initiating contact with parents or acting as change agents in the school. In the second year of the study, where the study was limited to presumably a more talented subset of interns (graduates who secured teaching jobs), this trend was not found. In fact, the data from the second year suggest that teachers who excel in affective interaction in the classroom also excel as change agents or in initiating contact with parents. It is likely that Tenth-Cycle interns, because they are a highly selected group, will be more like the graduates studied in the second year of the study.

D. Canonical Correlations Relating Teacher Corps Program to Intern Teacher Performance

A canonical correlation was performed that sought to identify combinations of Teacher Corps program characteristics that were highly correlated with one or several of the intern teacher performance clusters discussed above. The result of this analysis was the finding that none of the Teacher Corps program characteristics were sufficiently related to any of the linear combinations of Teacher Corps program and intern teacher performance clusters to allow for a logically meaningful interpretation of the data.

E. General Conclusions

Several general conclusions can now be drawn about the relationship between Teacher Corps training program characteristics and the teaching skills of Teacher Corps graduates. Using a variety of statistical procedures, a number of specific yet only moderately strong relationships between program characteristics and teaching skills were identified. In general, these relationships were reflected by correlations on the order of .3 to .5. Correlations of this magnitude do not warrant the development of empirically derived teacher training models that are useful to policy makers and program managers.

A second general conclusion can be drawn about Teacher Corps program characteristics considered by themselves. In the first year of the study a factor analysis was able to reduce a large number of Teacher Corps program characteristics to 75 program factors. These factors are discussed in the final report for the first year and are presented in detail in Volume III of that report.

As reported in this volume, an attempt was made to factor analyze the 75 program factors so as to identify a small number of "super" program factors that were able to differentiate among Teacher Corps projects in a simple and powerful fashion. However, it was not possible to reduce the 75 program factors to a smaller number of "super" factors. From this it can be concluded that characteristics of Teacher Corps projects are complex and diversified.

These two conclusions have important implications for policy planners within the Office of Education and project managers at local projects. The conclusions strongly suggest the need for further program development and evaluation that would identify stronger relationships between teacher education program characteristics and the teaching skills of graduates. It is recommended that such program development and evaluation be incorporated within future Teacher Corps efforts.

APPENDIX

Table A1-1

Ethnic Group Composition Of Instructors Of Teacher Corps Courses, By Type Of Project

Black* Instructor	22%	25%	18%	41%	13%	3%	37%	20%	23%	17%
Chicano* Instructor	11%	14%	6%	12%	10%	18%	1%	13%	12%	6%
White* Instructor	42%	25%	66%	47%	40%	79%	13%	47%	38%	57%
Other* Instructor	25%	36%	10%	0%	38%	0%	50%	20%	26%	20%
*Totals per column can exceed 100% because there were 2 or more instructors per class	All Projects	Undergraduate	Graduate	New	Continuing	Chicano	Black	Mixed	Urban	Rural
		Intern Academic Status		New or Continuing Project		Ethnic Background of Interns			Location of Project Site	

Table A1-2

Percentage Of School Of Education Faculty And Teacher Corps Staff Who Are Ethnic Minority Group Members, By Type Of Project

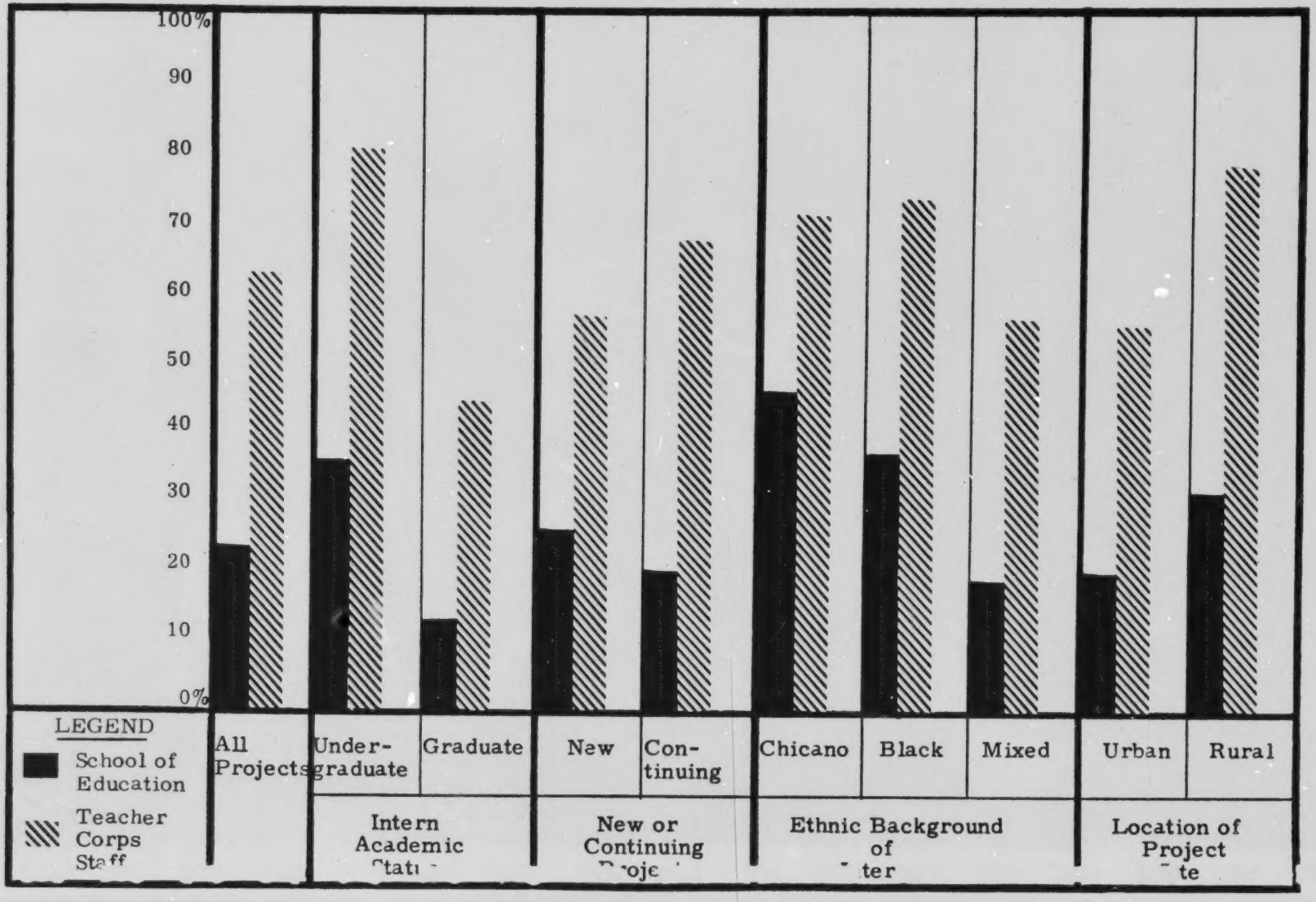


Table A1-3

Percentage Of School Of Education Faculty And Teacher Corps Staff Who Are Ethnic Minority Group Members, By Project

	Project Name	School of Education Faculty	Teacher Corps Staff
1	Livingston University	17%	75%
2	University of the Pacific	19%	71%
3	San Diego State University	unknown	100%
4	University of So. California	unknown	17%
5	Adams State College	46%	100%
6	Atlanta Consortium	unknown	71%
7	Grambling College	61%	63%
8	University of Massachusetts	26%	13%
9	Michigan State University	8%	14%
10	University of Nevada	13%	50%
11	Upsala College	67%	75%
12	Syracuse University	21%	40%
13	University of Toledo	11%	57%
14	Temple University	unknown	83%
15	East Tennessee State Univ.	1%	unknown
16	University of Houston	13%	57%
17	University of Texas	unknown	100%
18	Norfolk State College	13%	80%
19	Virginia Common Wealth	1%	33%
20	University of Washington	unknown	100%

Table A1-4

Ethnic Group Composition Of Team Leaders

And Interns, By Type Of Project

Black										
Team Leaders	44%	60%	28%	44%	44%	0%	73%	43%	47%	36%
Interns	46%	60%	29%	46%	44%	1%	78%	44%	51%	25%
Chicano										
Team Leaders	12%	12%	11%	9%	14%	64%	0%	6%	9%	23%
Interns	18%	17%	20%	16%	20%	76%	0%	11%	16%	28%
White										
Team Leaders	41%	23%	61%	47%	37%	36%	27%	47%	42%	36%
Interns	33%	18%	49%	37%	31%	20%	21%	41%	30%	44%
Other										
Team Leaders	3%	5%	0%	0%	5%	0%	0%	4%	2%	5%
Interns	3%	5%	2%	1%	5%	3%	1%	4%	4%	3%
	All Projects	Under-graduate	Graduate	New	Con-tinuing	Chicano	Black	Mixed	Urban	Rural
		Intern Academic Status		New or Continuing Project		Ethnic Background of Interns			Location of Project Site	

Table A1-5

Proportion Of Interns Credit Taught By Professors Of Various Professional Rank, By Type Of Project

	All Projects	Intern Academic Status: Under-graduate	Intern Academic Status: Graduate	New or Continuing Project: New	New or Continuing Project: Con-tinuing	Ethnic Background of Interns: Chicano	Ethnic Background of Interns: Black	Ethnic Background of Interns: Mixed	Location of Project Site: Urban	Location of Project Site: Rural
Full or Associate Professor	30%	28%	32%	44%	19%	22%	35%	30%	30%	29%
Assistant Professor or University Instructor	54%	54%	54%	43%	64%	68%	53%	52%	52%	61%
Non-University Staff Brought in Especialiy for Teacher Corps	16%	18%	14%	13%	17%	10%	12%	18%	18%	10%

Table A1-6

Proportion Of University Instructors Of Interns Who Had Non-Teaching Experiences Relevant To Teacher Corps, By Type Of Project

	All Projects	Intern Academic Status: Undergraduate	Intern Academic Status: Graduate	New or Continuing Project: New	New or Continuing Project: Continuing	Ethnic Background of Interns: Chicano	Ethnic Background of Interns: Black	Ethnic Background of Interns: Mixed	Location of Project Site: Urban	Location of Project Site: Rural
Ethnic and Cultural Experiences	31%	29%	32%	33%	29%	22%	27%	34%	34%	19%
Management and Leadership Experiences	55%	56%	53%	46%	62%	56%	55%	55%	51%	69%
Formal Academic Experiences	40%	37%	44%	55%	29%	33%	46%	39%	41%	38%
Community Involvement	9%	15%	3%	6%	12%	0%	14%	9%	12%	0%
Personal Experiences	40%	39%	41%	46%	36%	56%	50%	32%	39%	44%

Table A1-7

Proportion Of Team Leaders Who Had Non-Teaching Experiences Relevant To Teacher Corps, By Type Of Project

Ethnic and Cultural Experiences	74%	80%	67%	74%	73%	85%	96%	64%	72%	79%
Management and Leadership Experiences	69%	73%	66%	65%	72%	54%	80%	68%	68%	71%
Formal Academic Experiences	78%	78%	78%	86%	73%	85%	76%	78%	78%	79%
Community Involvement	52%	55%	49%	61%	46%	46%	76%	44%	49%	61%
Personal Experiences	55%	53%	56%	51%	57%	69%	56%	51%	56%	50%
	All Projects	Undergraduate	Graduate	New	Continuing	Chicano	Black	Mixed	Urban	Rural
		Intern Academic Status		New or Continuing Project		Ethnic Background of Interns			Location of Project Site	

Table A1-8

Number Of Years Of Teaching Experience Of Team Leaders,

By Type Of Project

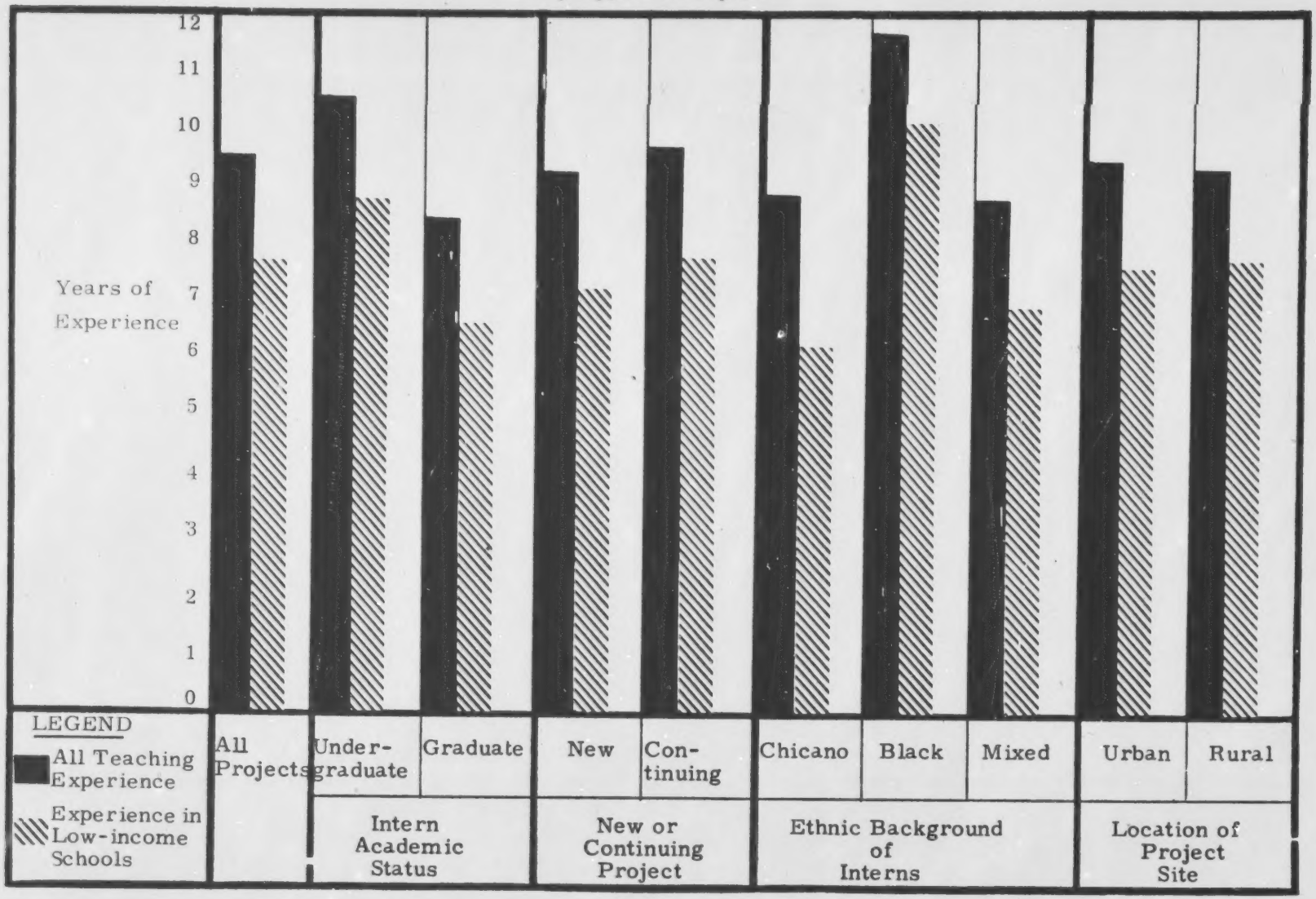


Table A1-9

Number Of Years Of Teaching Experience Of Team Leaders, By Project

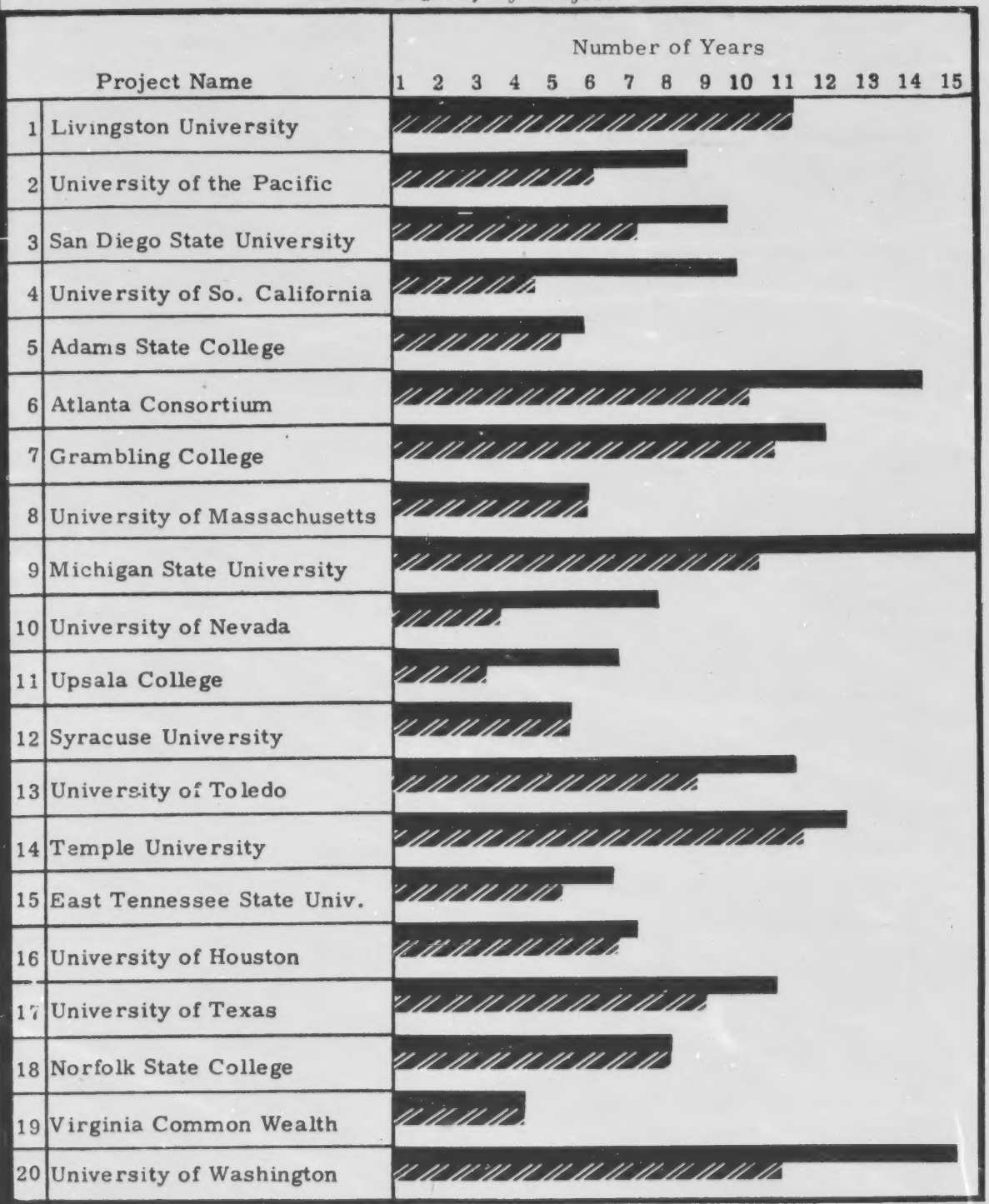

Project Name
Number of Years
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
1 Livingston University
2 University of the Pacific
3 San Diego State University
4 University of So. California
5 Adams State College
6 Atlanta Consortium
7 Grambling College
8 University of Massachusetts
9 Michigan State University
10 University of Nevada
11 Upsala College
12 Syracuse University
13 University of Toledo
14 Temple University
15 East Tennessee State Univ.
16 University of Houston
17 University of Texas
18 Norfolk State College
19 Virginia Common Wealth
20 University of Washington
LEGEND
All Teaching
Low Income Teaching

Table A1-10

Amount Of Formal Training Given Various Role Groups In Connection With Teacher Corps, By Type Of Project

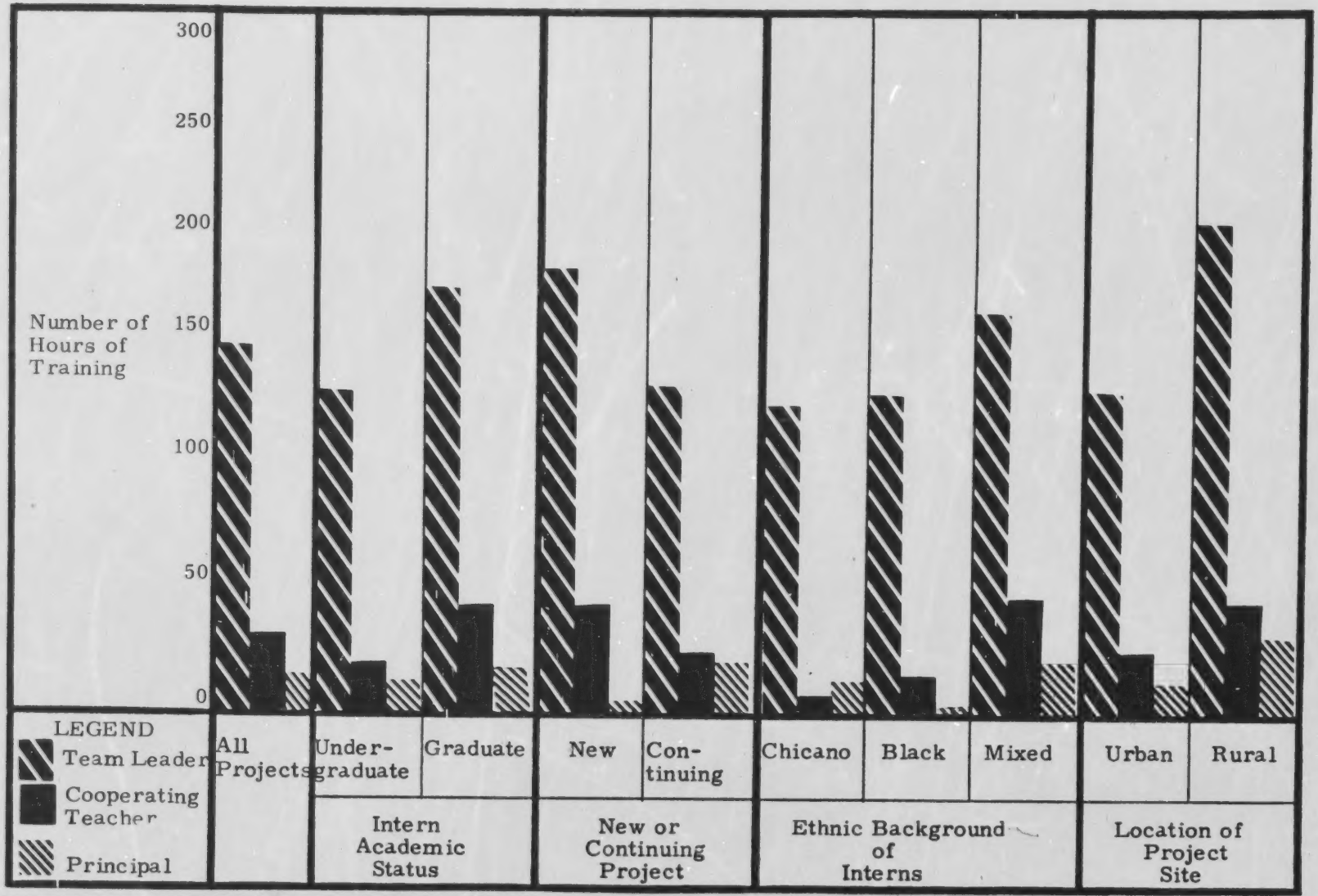


Table A1-11

Amount of Formal Training Given Team Leaders, By Project

	Project Name	Hours of Training
		0 50 100 150 200 250 300 350 400
1	Livingston University	
2	University of the Pacific	
3	San Diego State University	Unknown
4	University of So. California	
5	Adams State College	
6	Atlanta Consortium	
7	Grambling College	
8	University of Massachusetts	
9	Michigan State University	
10	University of Nevada	
11	Upsala College	
12	Syracuse University	
13	University of Toledo	
14	Temple University	
15	East Tennessee State Univ.	
16	University of Houston	
17	University of Texas	
18	Norfolk State College	
19	Virginia Common Wealth	
20	University of Washington	Unknown

Table A1-12

Team Leaders' Perception Of The Quality And Usefulness Of Training Received From The Project, By Type Of Project

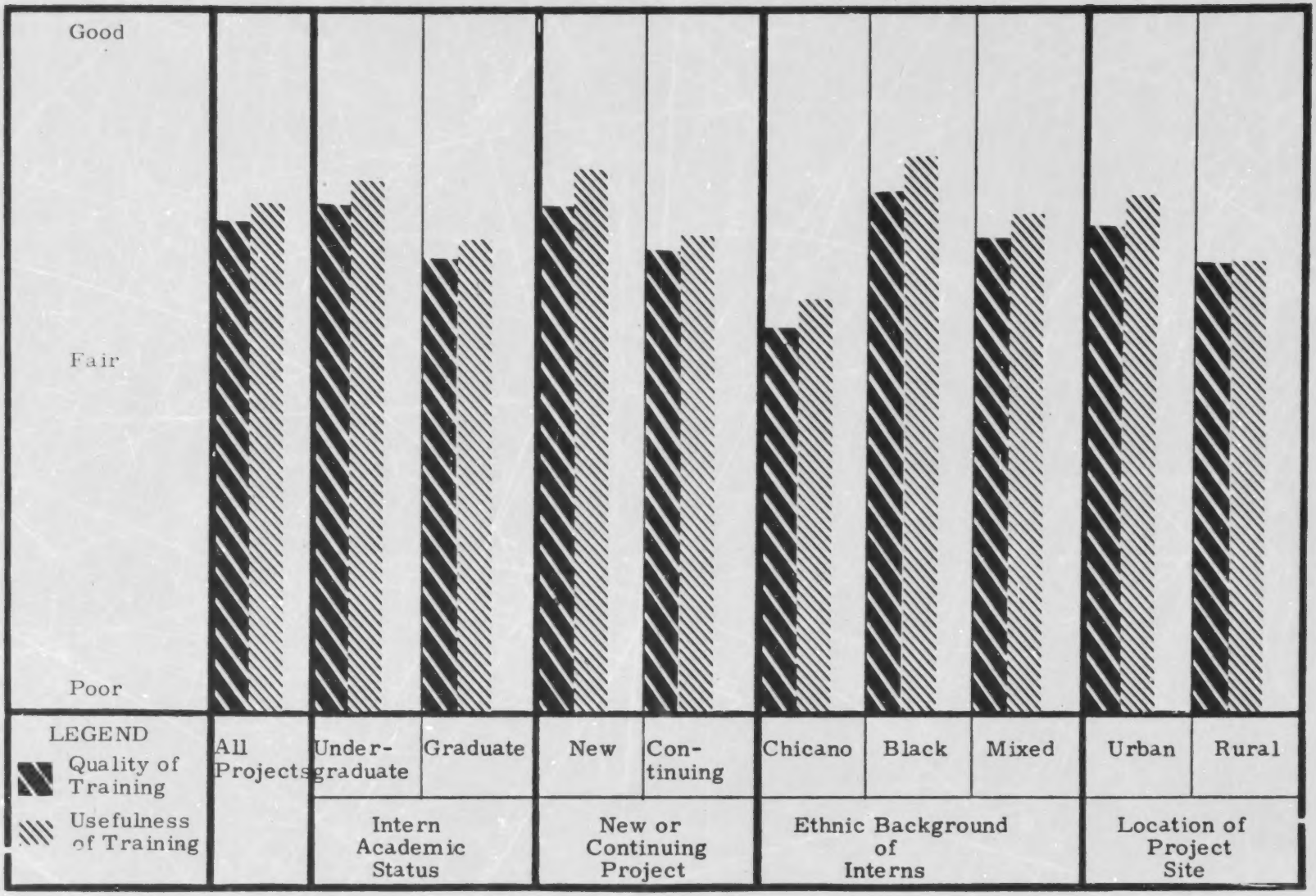


Table A1-13

Principals' Perception Of The Quality And Usefulness Of Training Received From The Project, By Type Of Project

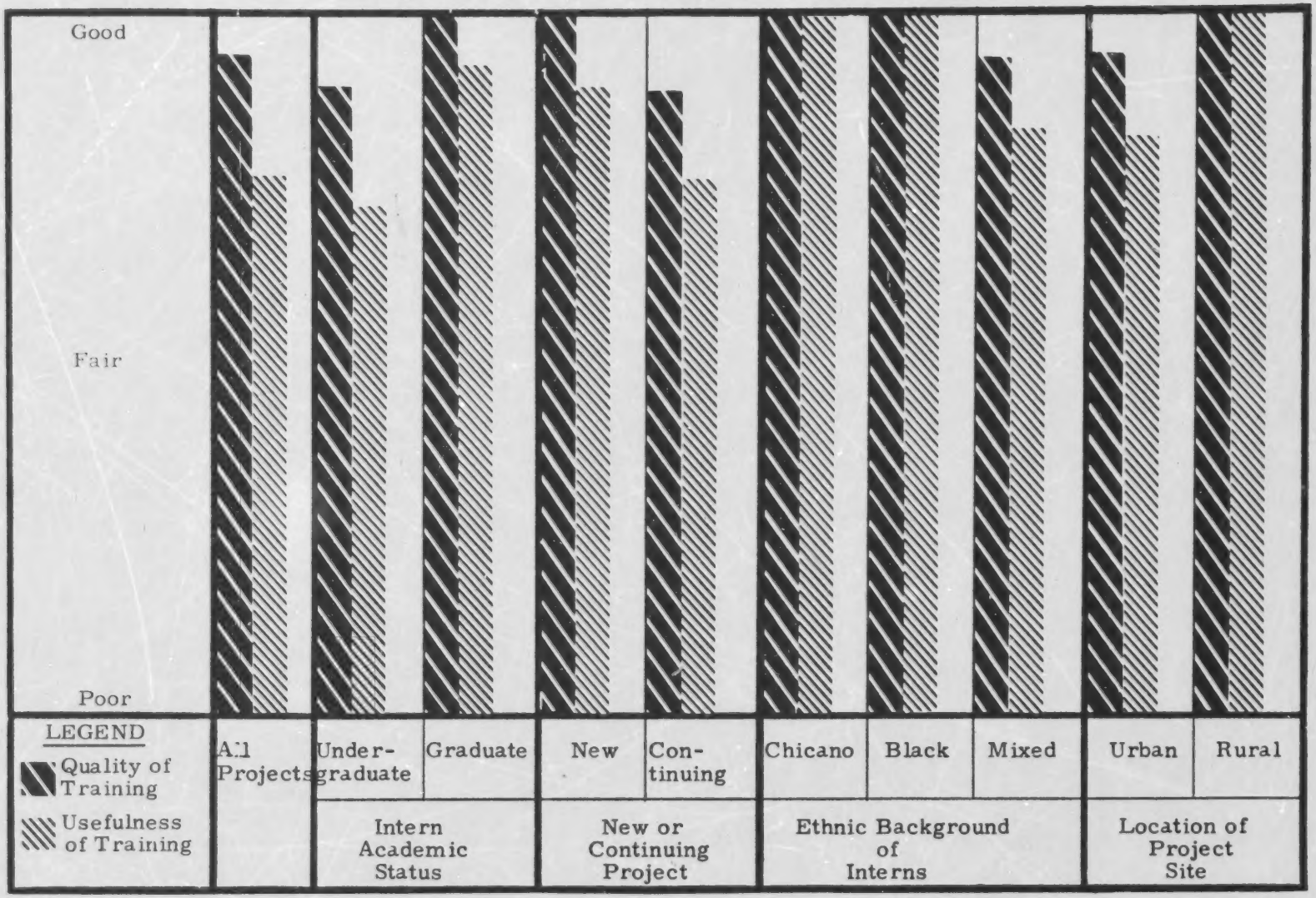


Table A1-14

Cooperating Teachers' Perception Of The Quality And Usefulness Of Training Received From The Project, By Type Of Project

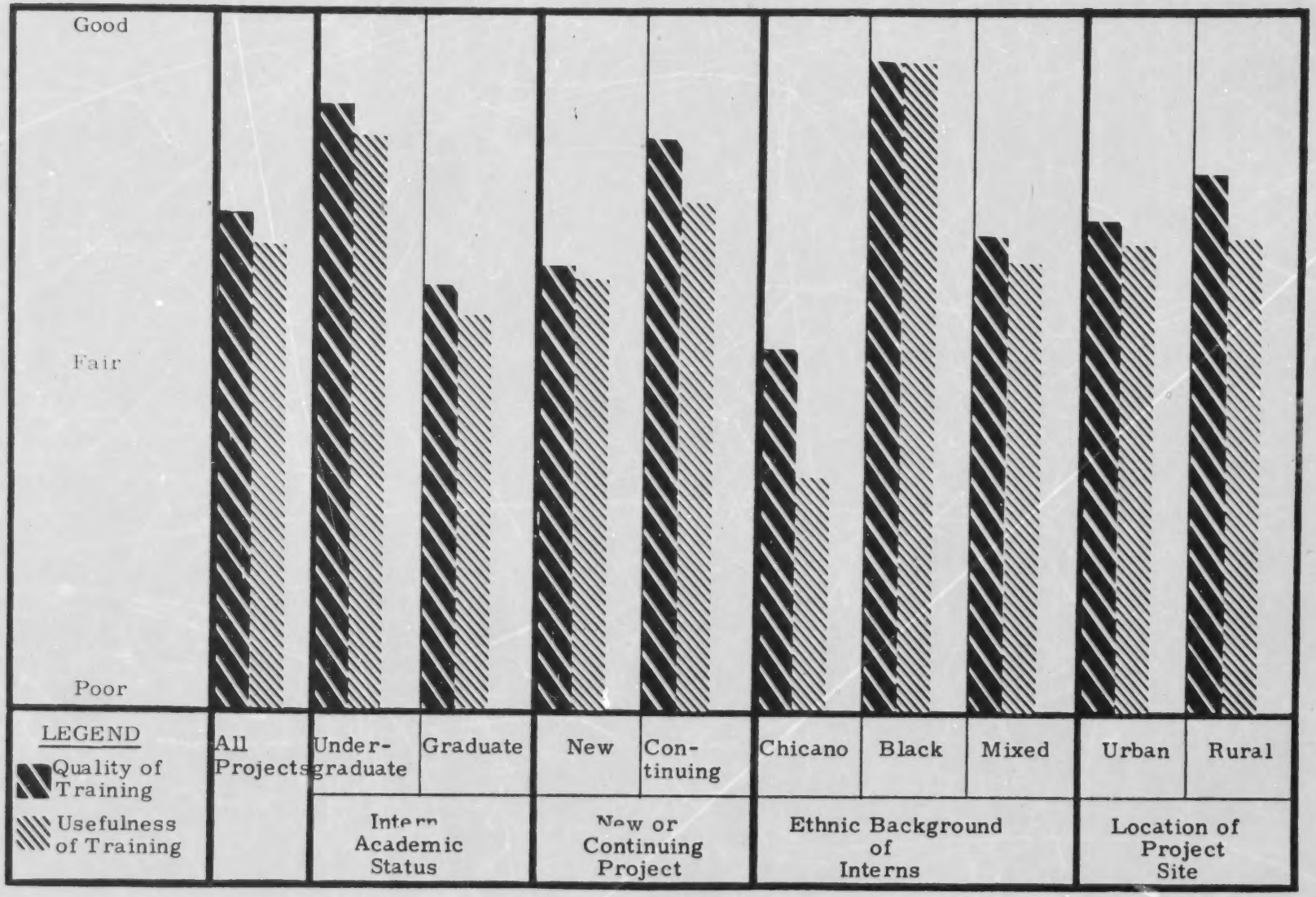


Table A1-15

Project Director's, University Instructors' And Team Leaders' Explanation Of Poor Reading Development Of Some Pupils, By Type Of Project

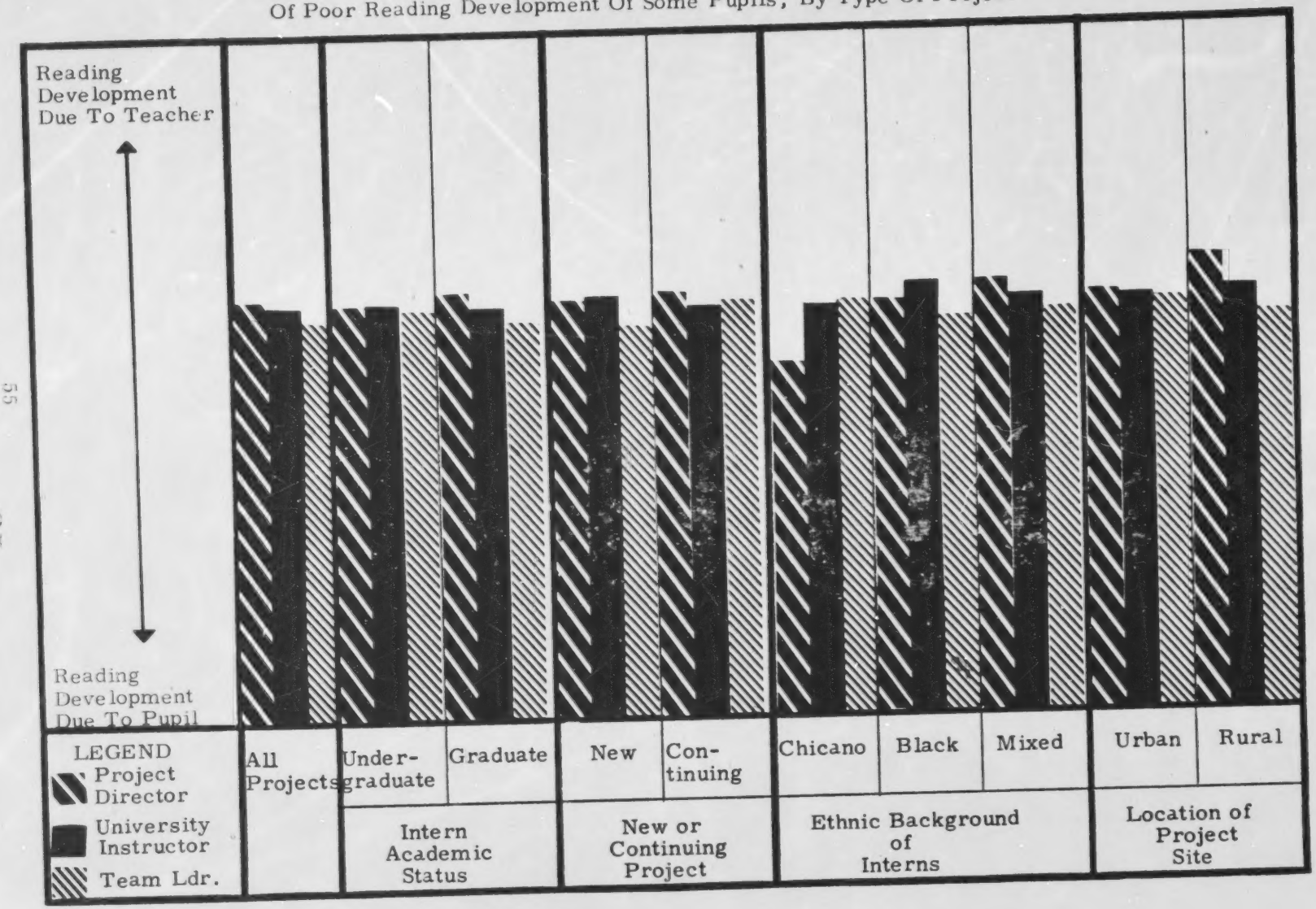


Table A1-16

Project Director's, University Instructors' And Team Leaders'

Explanation Of Poverty In Society, By Type Of Project

Table A2-1

Distribution Of Interns' Academic Credits Between

School Of Education And Other Departments, By Type Of Project

Table A2-2

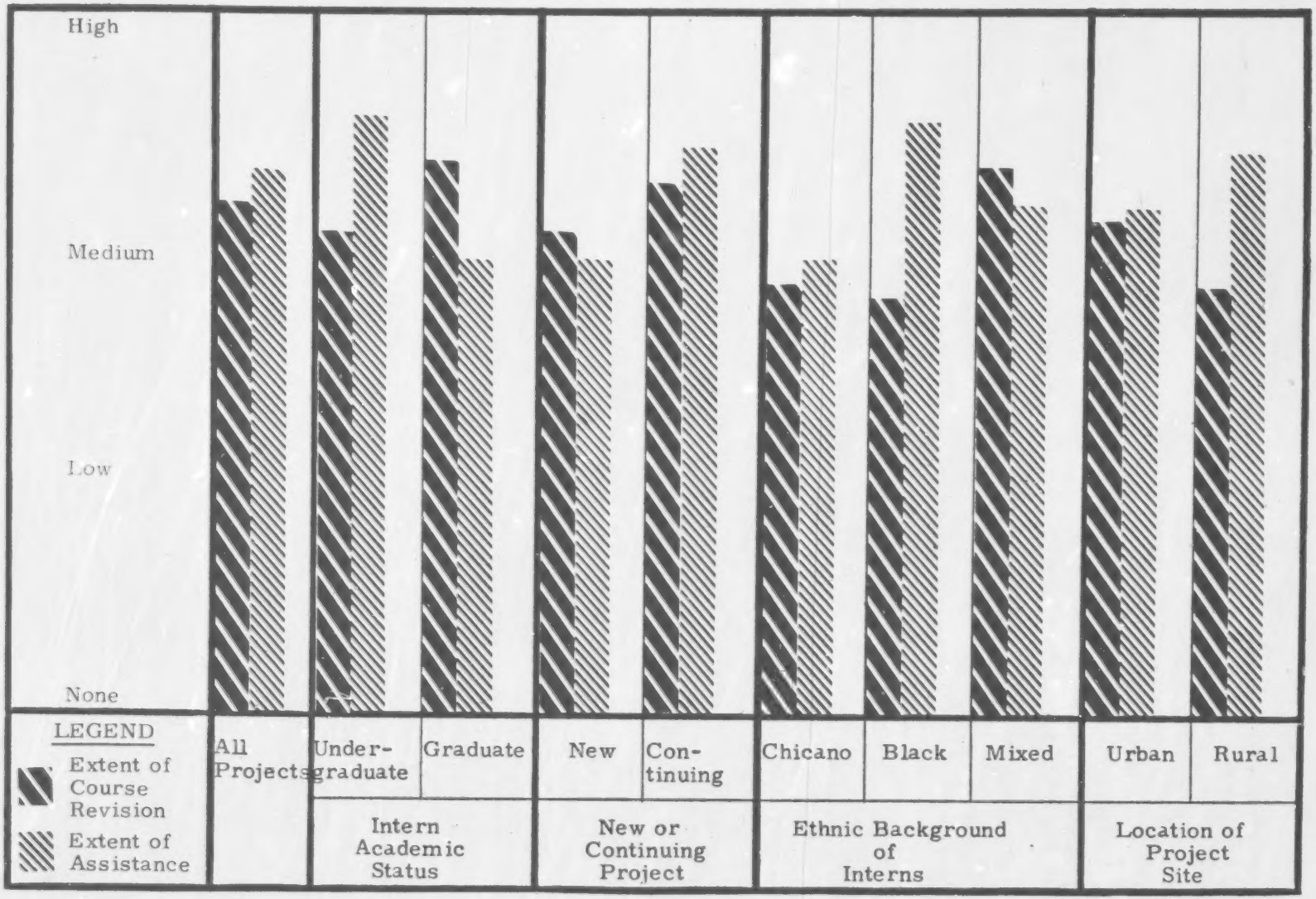
Average Extent Of Revision Of Courses

Taught To Teacher Corps Interns

	Project Name	Extent Of Revision: None / Low / Medium / High
1	Livingston University	Unknown
2	University of the Pacific	
3	San Diego State University	
4	University of So. California	
5	Adams State College	
6	Atlanta Consortium	Unknown
7	Grambling College	
8	University of Massachusetts	
9	Michigan State University	
10	University of Nevada	
11	Upsala College	
12	Syracuse University	
13	University of Toledo	Unknown
14	Temple University	Unknown
15	East Tennessee State Univ.	Unknown
16	University of Houston	
17	University of Texas	
18	Norfolk State College	
19	Virginia Common Wealth	
20	University of Washington	

Table A2-3

Extent Of Course Revision And Extent Of Assistance From University Faculty In Revising Courses, By Type Of Project



69

Table A3-1

Percent Of Agreement That Competencies Were Used At A Project, By Role Group

	Project Name	University Instructor	Team Leader	Program* Development Specialist	Project* Director
1	Livingston University	100%	100%	100%	100%
2	University of the Pacific	100%	71%	100%	100%
3	San Diego State University	100%	100%	100%	100%
4	University of So. California	100%	80%	100%	100%
5	Adams State College	100%	100%	100%	0%
6	Atlanta Consortium	100%	100%	100%	100%
7	Grambling College	100%	57%	0%	100%
8	University of Massachusetts	100%	100%	100%	100%
9	Michigan State University	83%	100%	100%	100%
10	University of Nevada	100%	100%	100%	100%
11	Upsala College	100%	100%	100%	100%
12	Syracuse University	100%	60%	100%	0%
13	University of Toledo	100%	71%	100%	100%
14	Temple University	100%	40%	33%	100%
15	East Tennessee State Univ.	75%	100%	100%	100%
16	University of Houston	100%	100%	100%	100%
17	University of Texas	100%	100%	0%	100%
18	Norfolk State College	100%	100%	100%	100%
19	Virginia Commen Wealth	100%	100%	100%	100%
20	University of Washington	100%	100%	50%	100%

*Typically there was only one Project Director and Program Development Specialist at each project.

Table A3-2

Extent Of Intern Agreement That Demonstration Of Competence Was Required Of Interns, By Type Of Project

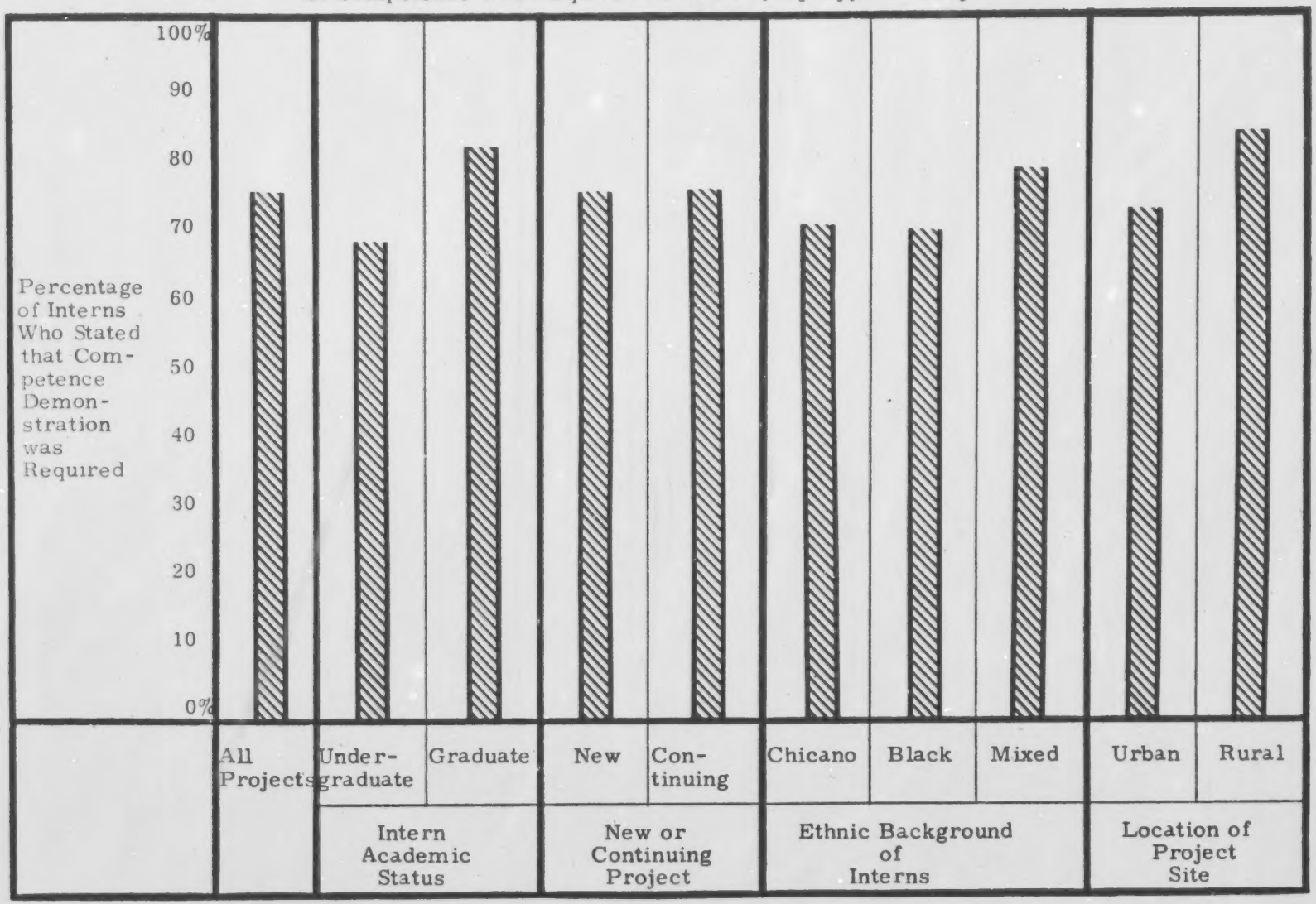
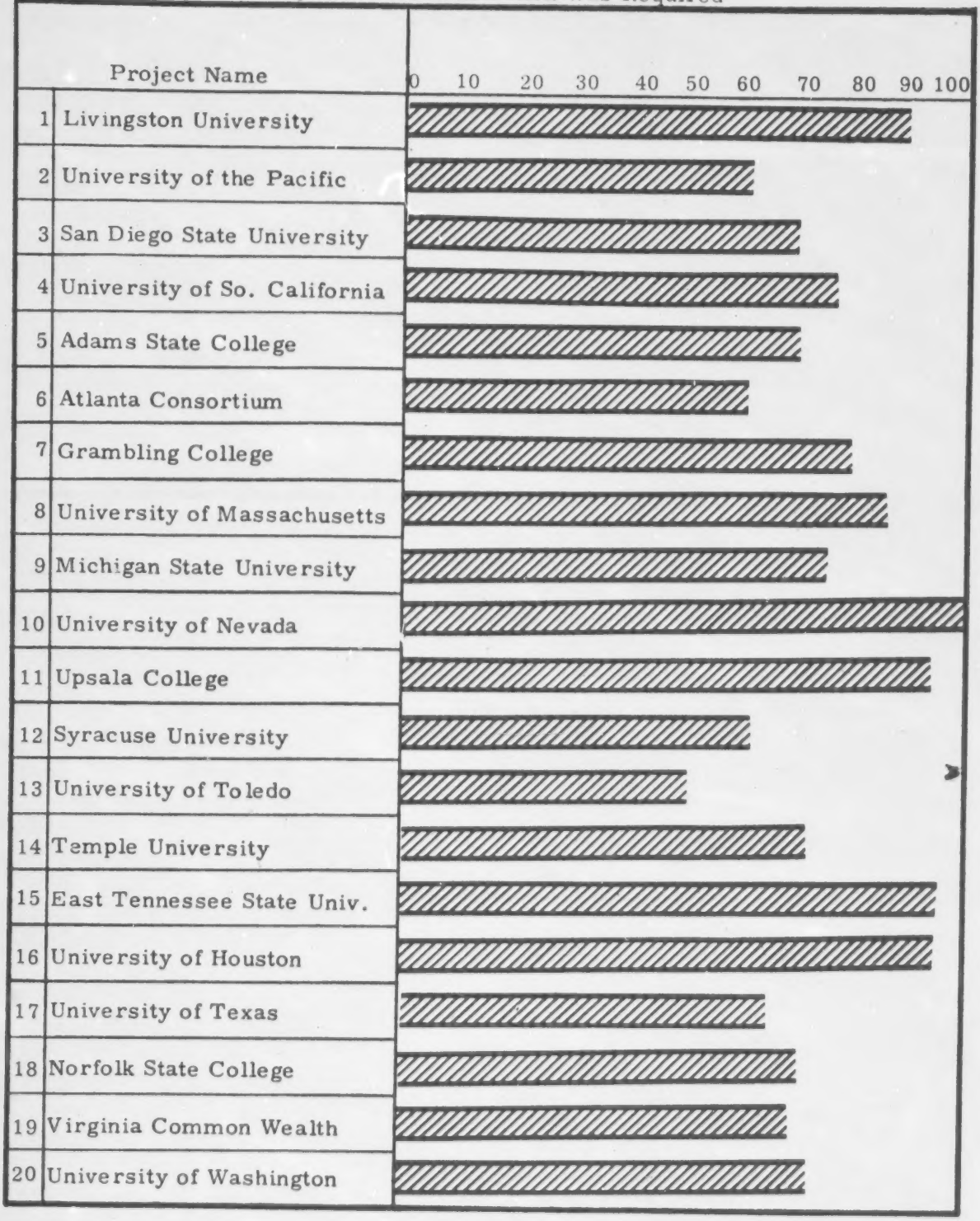


Table A3-3

Percentage Of Interns Who Agree That
Competence Demonstration Was Required


Project Name
0 10 20 30 40 50 60 70 80 90 100
1 Livingston University
2 University of the Pacific
3 San Diego State University
4 University of So. California
5 Adams State College
6 Atlanta Consortium
7 Grambling College
8 University of Massachusetts
9 Michigan State University
10 University of Nevada
11 Upsala College
12 Syracuse University
13 University of Toledo
14 Temple University
15 East Tennessee State Univ.
16 University of Houston
17 University of Texas
18 Norfolk State College
19 Virginia Common Wealth
20 University of Washington

Role Groups That Participated In The Selection
Of The Competencies, By Project

	Project Name	Consultants	Community Group	School District Staff	University Staff	Program Develop. Specialist	Project Director	Team Leaders	Interns
1	Livingston University	X	X	X	X	X	X	X	
2	University of the Pacific	X	X	X	X	X	X	X	X
3	San Diego State University	Unknown							
4	University of So. California	X	X	X	X	X	X	X	
5	Adams State College				X	X	X	X	
6	Atlanta Consortium		X	X	X	X	X	X	X
7	Grambling College			X	X		X	X	
8	University of Massachusetts	X	X	X	X	X	X	X	X
9	Michigan State University	X	X	X	X	X	X		
10	University of Nevada			X	X	X	X	X	X
11	Upsala College				X	X	X		
12	Syracuse University	X	X	X	X	X	X	X	X
13	University of Toledo				X	X	X	X	
14	Temple University	X	X	X	X		X	X	X
15	East Tennessee State Univ.		X	X	X	X	X	X	X
16	University of Houston				X	X	X	X	X
17	University of Texas	Unknown							
18	Norfolk State College	X	X	X	X	X	X	X	X
19	Virginia Common Wealth		X	X	X	X	X	X	X
20	University of Washington	X	X		X	X			

LEGEND

X=This role group helped in the selection of competencies.

Role Groups That Helped In The Evaluation Of Intern Competence, By Project

	Project Name	Others	Self-Evaluation	Other Project Staff	Other Interns	Cooperating Teachers	University Instructors	Project Directors	Team Leaders
1	Livingston University			X	X		X		X
2	University of the Pacific	X		X			X	X	X
3	San Diego State University						X		X
4	University of So. California	X		X	X		X	X	X
5	Adams State College						X		X
6	Atlanta Consortium	X		X			X		X
7	Grambling College			X	X		X	X	X
8	University of Massachusetts				X	X	X		X
9	Michigan State University	X					X	X	X
10	University of Nevada								X
11	Upsala College			X					X
12	Syracuse University				X		X		X
13	University of Toledo				X		X		X
14	Temple University	X			X		X		X
15	East Tennessee State Univ.			X		X	X	X	X
16	University of Houston				X		X	X	X
17	University of Texas	Unknown							
18	Norfolk State College	X		X			X		X
19	Virginia Common Wealth						X	X	X
20	University of Washington		X	X					X

LEGEND

X=This role group did help in the evaluation of competencies

Table A4-1

Project Director And University Instructors' Perception Of The Extent Interns Select Their Own Pace Of Instruction, By Project

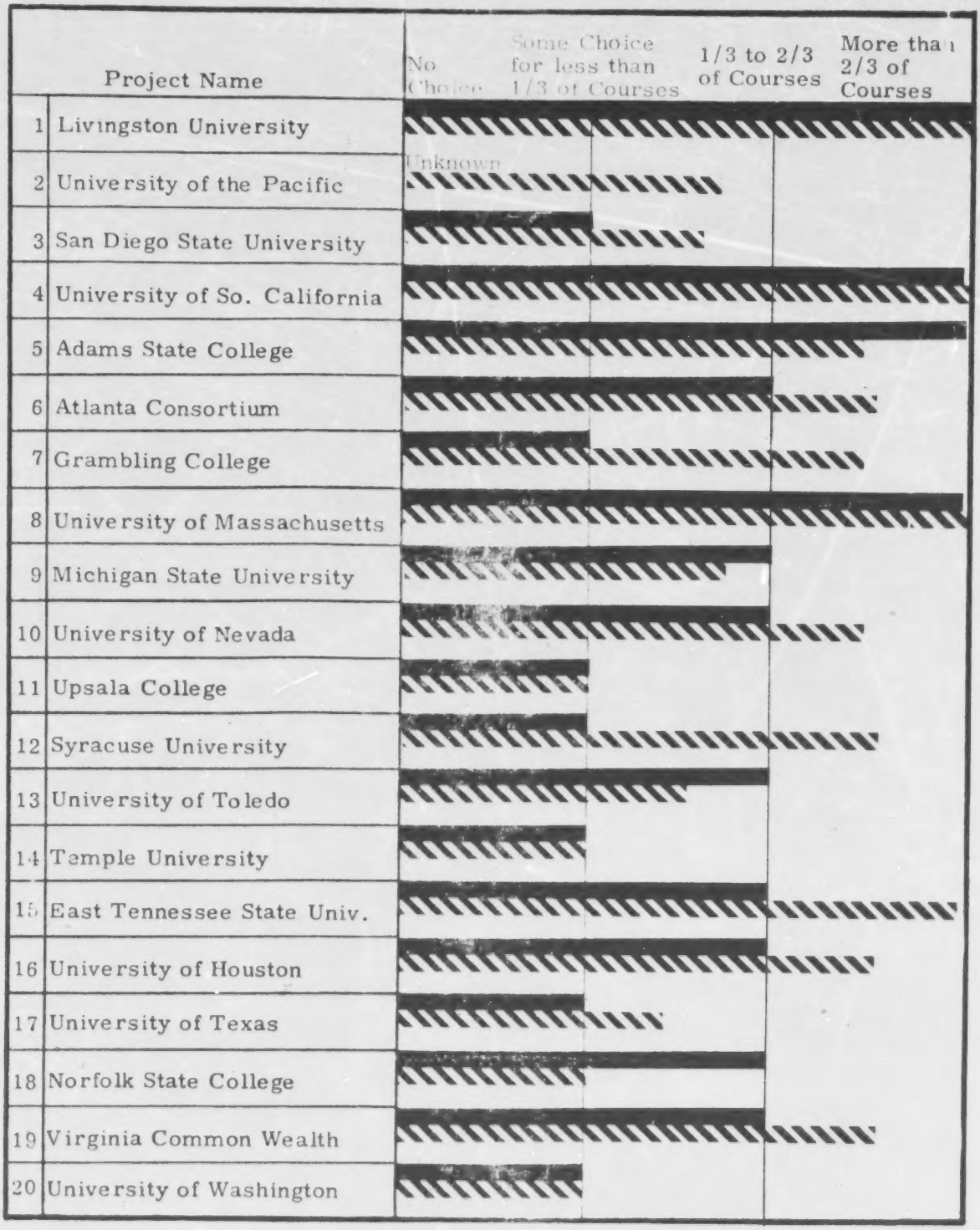


Table A4-2

Project Director's Perception Of Extent Interns Are Given A Choice About The Order Of Courses Taken, By Project

	Project Name	No Choice	Some Choice for less than 1/3 of Courses	1/3 to 2/3 of Courses	More than 2/3 of Courses
1	Livingston University				
2	University of the Pacific	Unknown			
3	San Diego State University				
4	University of So. California				
5	Adams State College				
6	Atlanta Consortium				
7	Grambling College				
8	University of Massachusetts				
9	Michigan State University				
10	University of Nevada				
11	Upsala College				
12	Syracuse University				
13	University of Toledo				
14	Temple University				
15	East Tennessee State Univ.				
16	University of Houston				
17	University of Texas				
18	Norfolk State College				
19	Virginia Common Wealth				
20	University of Washington				

Table A4-3

Interns' Perception Of The Extent They Select Their Own Pace Of Instruction, By Project

	Project Name	No Choice	Some Choice for less than 1/3 of Courses	1/3 to 2/3 of Courses	More than 2/3 of Courses
1	Livingston University				
2	University of the Pacific				
3	San Diego State University				
4	University of So. California				
5	Adams State College				
6	Atlanta Consortium				
7	Grambling College				
8	University of Massachusetts				
9	Michigan State University				
10	University of Nevada				
11	Upsala College				
12	Syracuse University				
13	University of Toledo				
14	Temple University				
15	East Tennessee State Univ.				
16	University of Houston				
17	University of Texas				
18	Norfolk State College				
19	Virginia Common Wealth				
20	University of Washington				

Table A4-4

Interns' Perception Of The Extent They Select

The Order Of Their Courses, By Project

	Project Name	No Choice	Some Choice for less than 1/3 of Courses	1/3 to 2/3 of Courses	More than 2/3 of Courses
1	Livingston University				
2	University of the Pacific				
3	San Diego State University				
4	University of So. California				
5	Adams State College				
6	Atlanta Consortium				
7	Grambling College				
8	University of Massachusetts				
9	Michigan State University				
10	University of Nevada				
11	Upsala College				
12	Syracuse University				
13	University of Toledo				
14	Temple University				
15	East Tennessee State Univ.				
16	University of Houston				
17	University of Texas				
18	Norfolk State College				
19	Virginia Common Wealth				
20	University of Washington				

Table A4-5

Interns' Perception Of The Extent To Which They Selected
The Pace And Order Of Courses, By Type Of Project

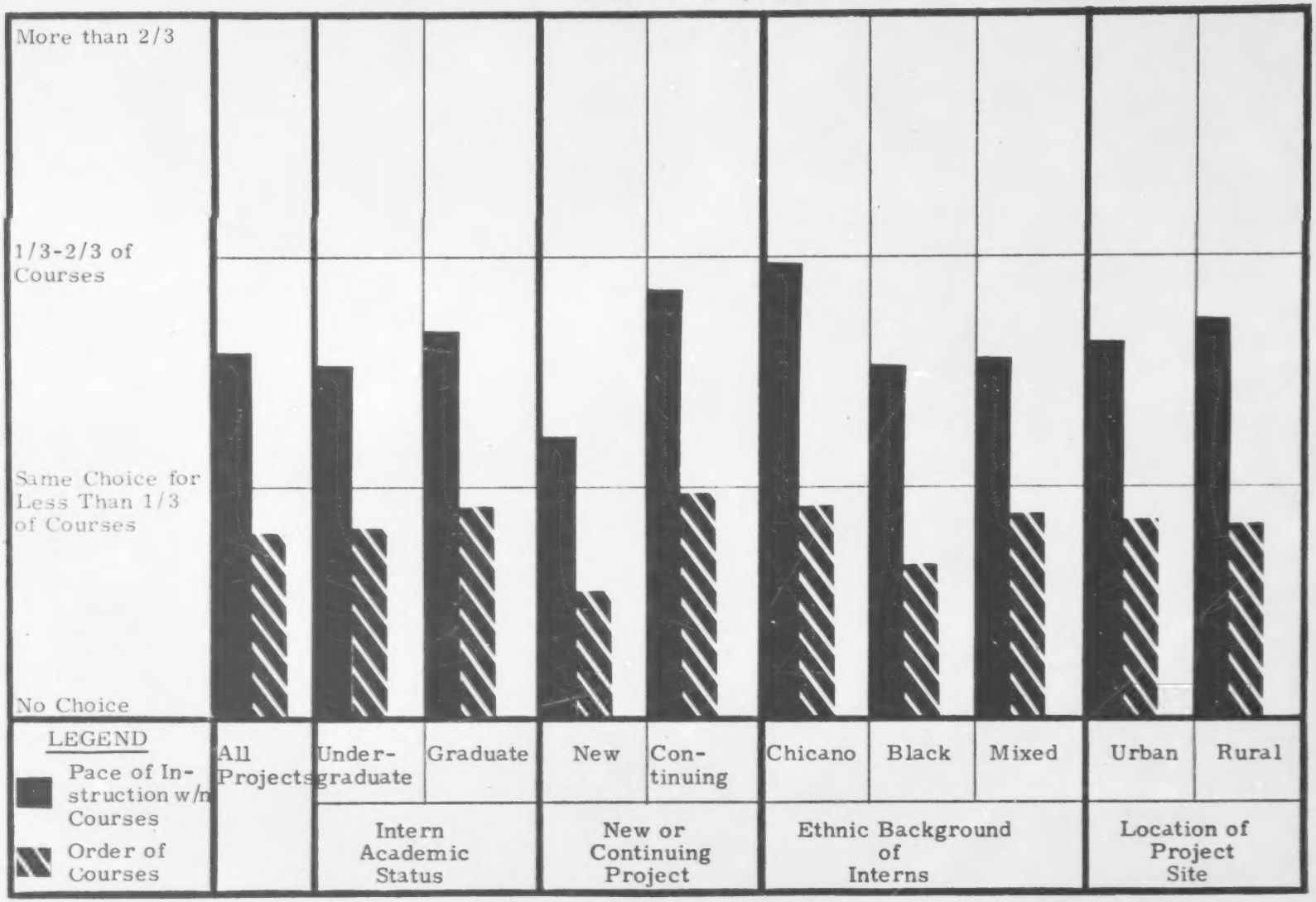


Table A4-6

Program Development Specialist And Intern Perception Of Extent To Which Program Allows Interns To Be Self-Directed, By Project

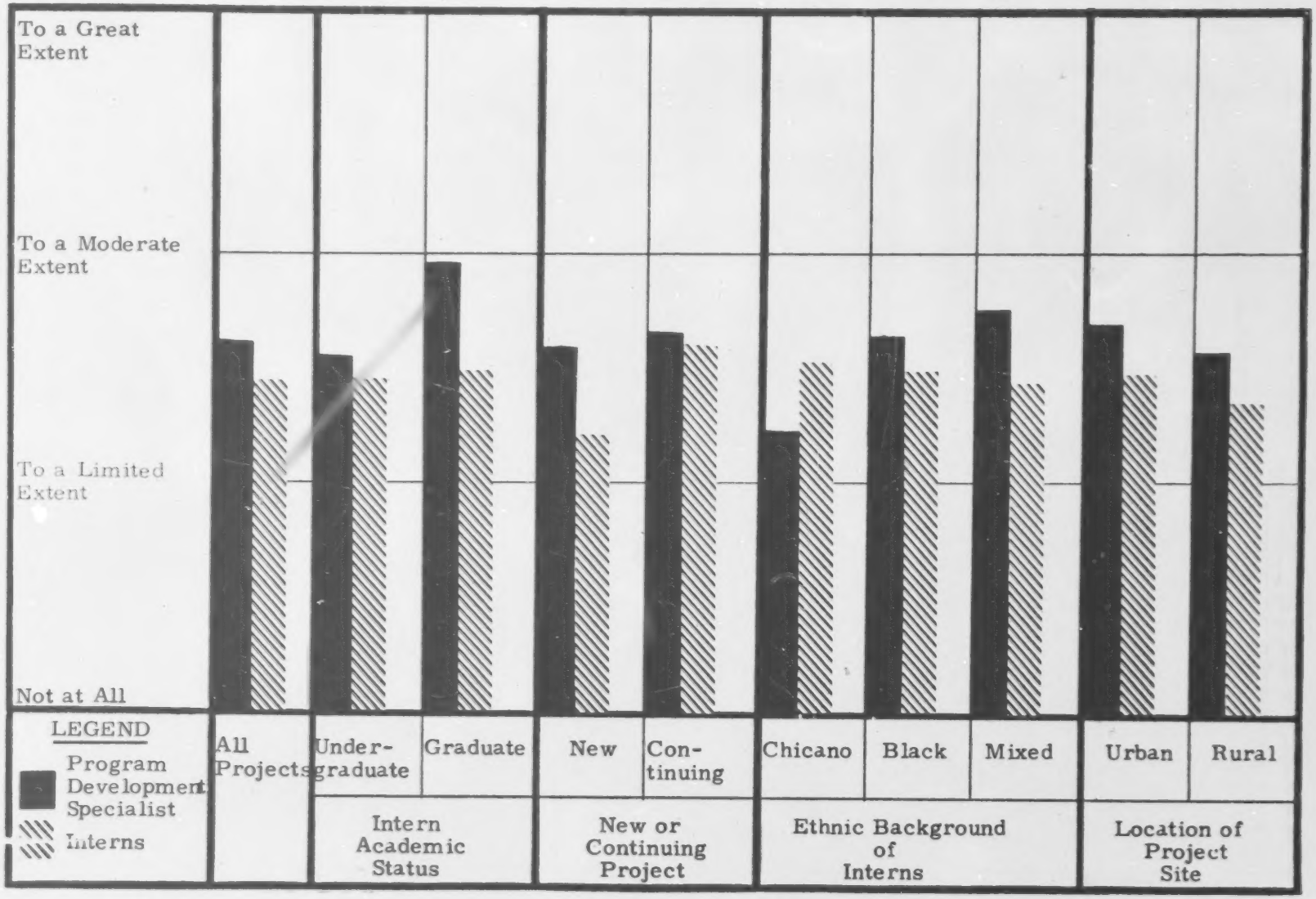


Table A4-7

Percentage of Agreement That The Project Supported Intern's Personal Growth In Various Ways

Interaction with Project Staff	55%	65%	42%	51%	58%	36%	60%	58%	64%	31%
Participation in Group Sessions/ Association with Other Interns	11%	8%	15%	10%	12%	25%	6%	10%	10%	14%
Participation/ Involvement with Community	4%	4%	5%	8%	2%	7%	4%	4%	4%	6%
"Heavy" Experiences	5%	6%	5%	10%	3%	11%	6%	4%	5%	6%
Classes, Courses, Workshops, Seminars, films etc.	32%	24%	44%	24%	37%	57%	25%	29%	23%	57%
Flexibility of the Program	16%	14%	19%	14%	17%	29%	10%	16%	15%	20%
	All Projects	Under-graduate	Graduate	New	Con-tinuing	Chicano	Black	Mixed	Urban	Rural
		Intern Academic Status		New or Continuing Project		Ethnic Background of Interns			Location of Project Site	

Table A4-8

Amount Of Sensitivity Training Given Interns, By Type Of Project

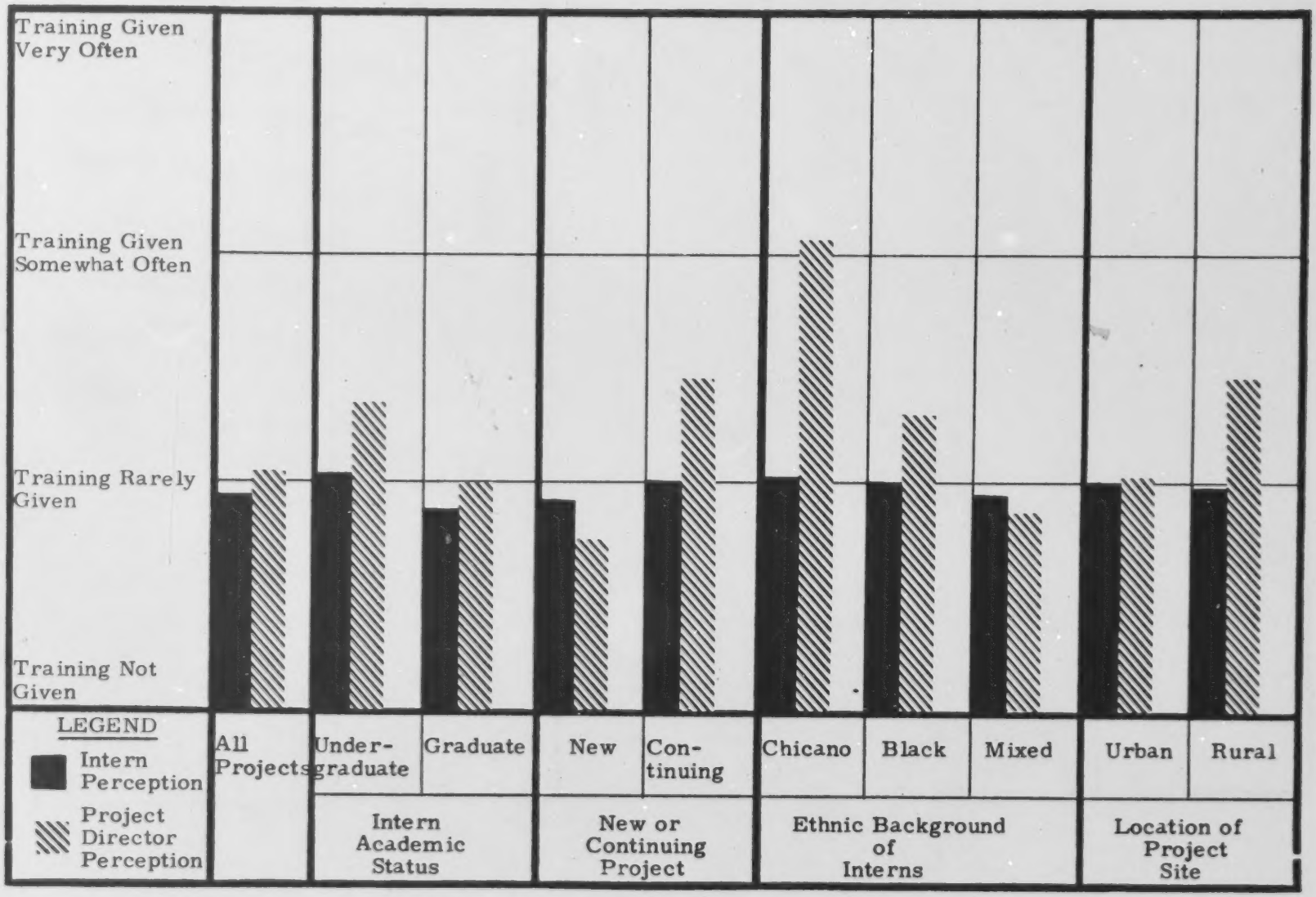


Table A4-9

Amount Of Cross-Cultural Training Given Interns,

By Type Of Project

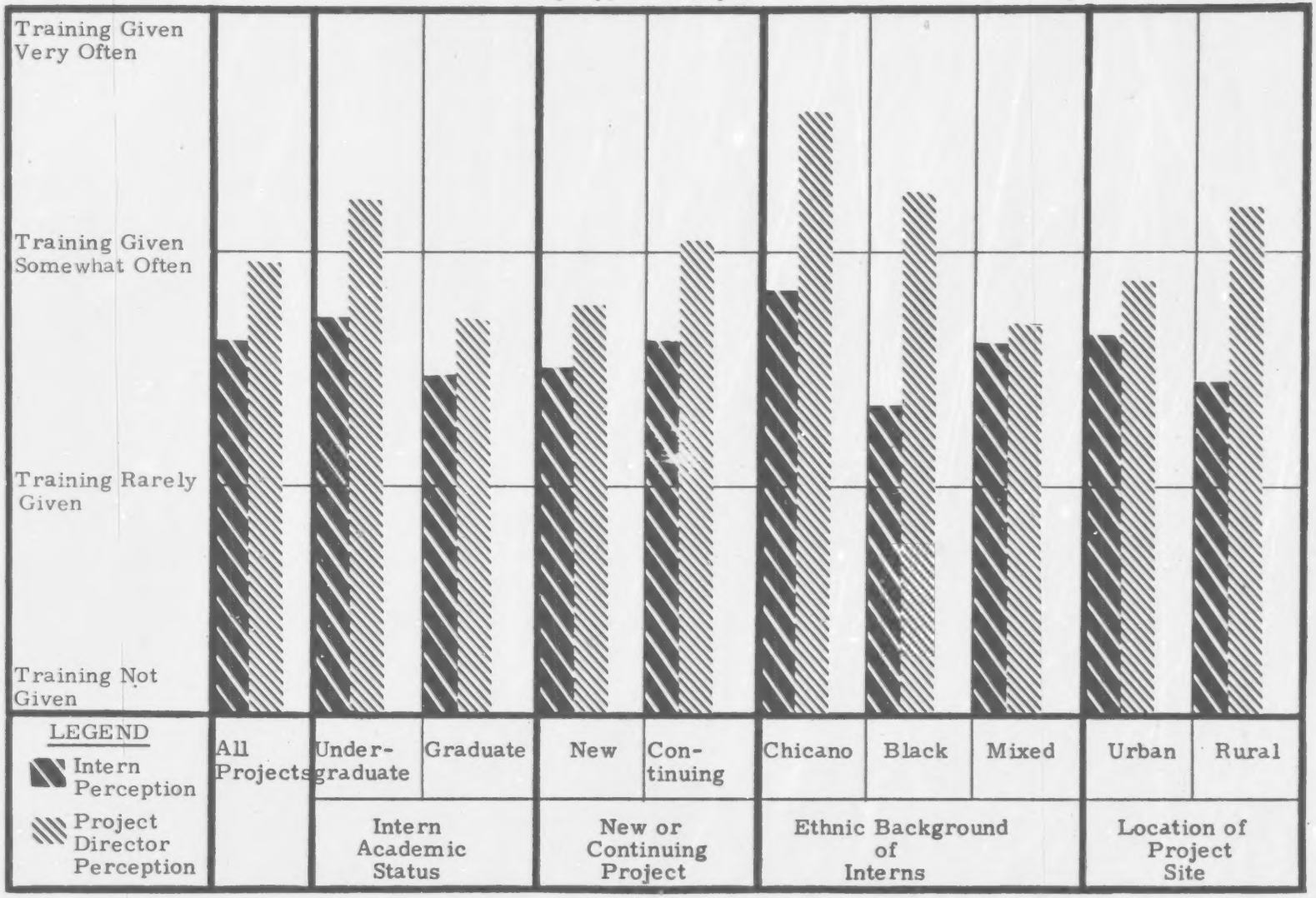
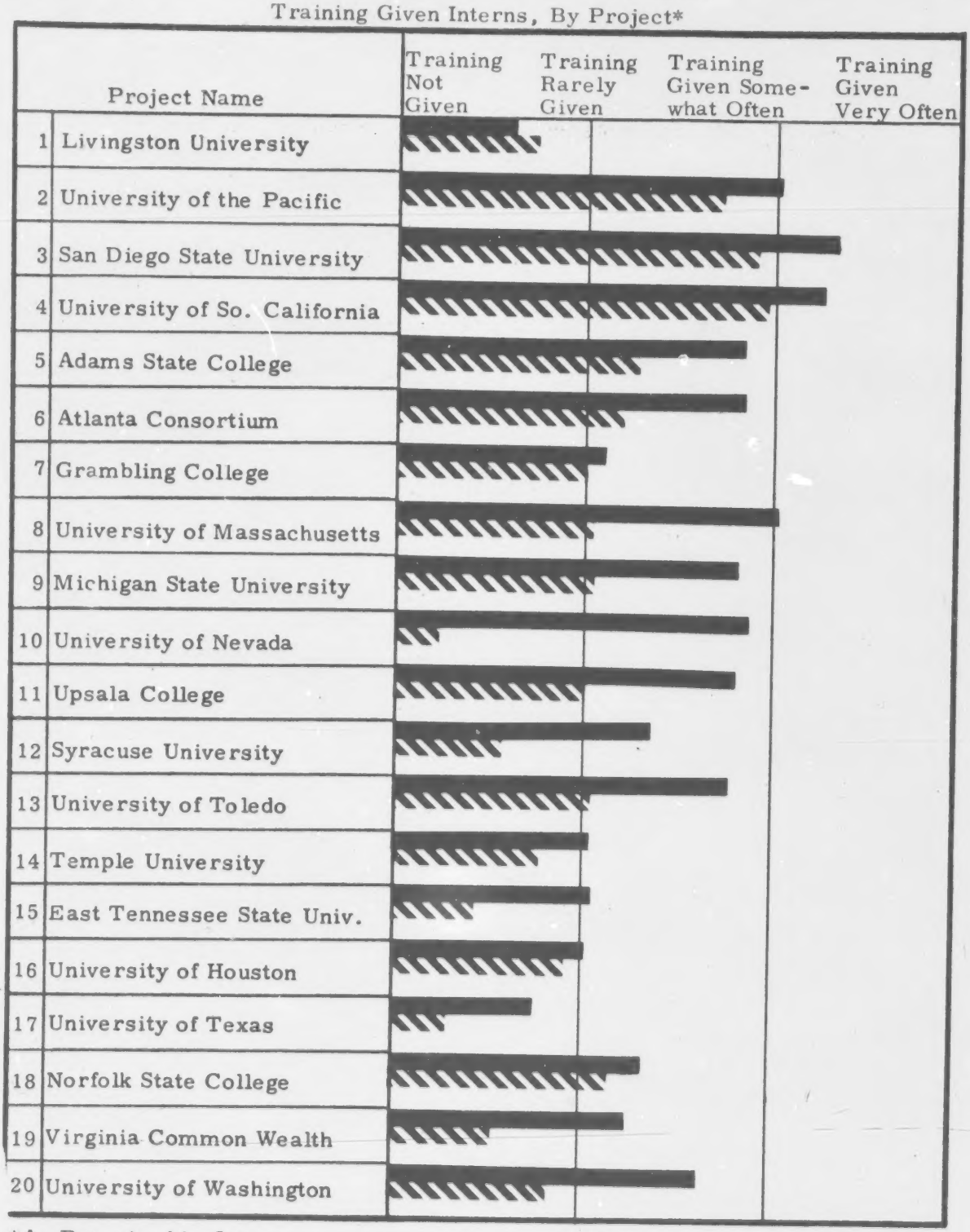


Table A4-10

Amount Of Cross-Cultural And Sensitivity Training Given Interns, By Project*



*As Perceived by Intern

LEGEND

■ Cross-Cultural Training

◥ Sensitivity Training

Table A5-1

Ethnic Composition Of Pupils And Teachers At The Cooperating Schools, By Type Of Project

	All Projects	Intern Academic Status: Undergraduate	Intern Academic Status: Graduate	New or Continuing Project: New	New or Continuing Project: Continuing	Ethnic Background of Interns: Chicano	Ethnic Background of Interns: Black	Ethnic Background of Interns: Mixed	Location of Project Site: Urban	Location of Project Site: Rural
Black*										
Pupils	16%	67%	29%	42%	47%	6%	78%	50%	53%	27%
Teachers	27%	37%	20%	26%	28%	2%	51%	27%	29%	23%
White*										
Pupils	42%	23%	57%	41%	42%	52%	20%	45%	34%	61%
Teachers	60%	48%	70%	62%	60%	65%	43%	65%	58%	67%
Chicano*										
Pupils	11%	8%	13%	16%	8%	42%	0%	3%	10%	12%
Teachers	9%	9%	9%	12%	8%	32%	0%	4%	9%	10%

*Totals per column may not add to 100% because the other category is not presented here.

Table A5-2

Ethnic Composition Of Pupils And Teachers

At The Cooperating Schools, By Project

	Project Name	Black*		White*		Chicano*	
		Pupils	Teacher	Pupils	Teacher	Pupils	Teacher
1	Livingston University	99%	84%	1%	16%	0%	0%
2	University of the Pacific	51%	27%	31%	42%	7%	16%
3	San Diego State University	74%	21%	14%	70%	8%	7%
4	University of So. California	0%	0%	86%	89%	14%	9%
5	Adams State College	1%	0%	50%	52%	49%	48%
6	Atlanta Consortium	86%	57%	8%	26%	0%	0%
7	Grambling College	71%	32%	29%	68%	0%	0%
8	University of Massachusetts	24%	7%	75%	92%	0%	1%
9	Michigan State University	11%	17%	88%	79%	1%	2%
10	University of Nevada	35%	12%	63%	87%	1%	1%
11	Upsala College	94%	59%	4%	41%	0%	0%
12	Syracuse University	60%	26%	36%	69%	0%	0%
13	University of Toledo	99%	unknown	1%	unknown	0%	unknown
14	Temple University	100%	75%	0%	25%	0%	0%
15	East Tennessee State Univ.	6%	16%	94%	84%	0%	0%
16	University of Houston	77%	39%	6%	51%	17%	10%
17	University of Texas	13%	5%	24%	51%	62%	43%
18	Norfolk State College	59%	43%	41%	57%	0%	0%
19	Virginia Common Wealth	40%	38%	60%	62%	0%	0%
20	University of Washington	93%	37%	6%	63%	0%	0%

*Totals per project may not add to 100% because the other category is not presented here.

Table A5-3

Percent Of Pupils Who Qualify For Title I Funds, By Type Of Project

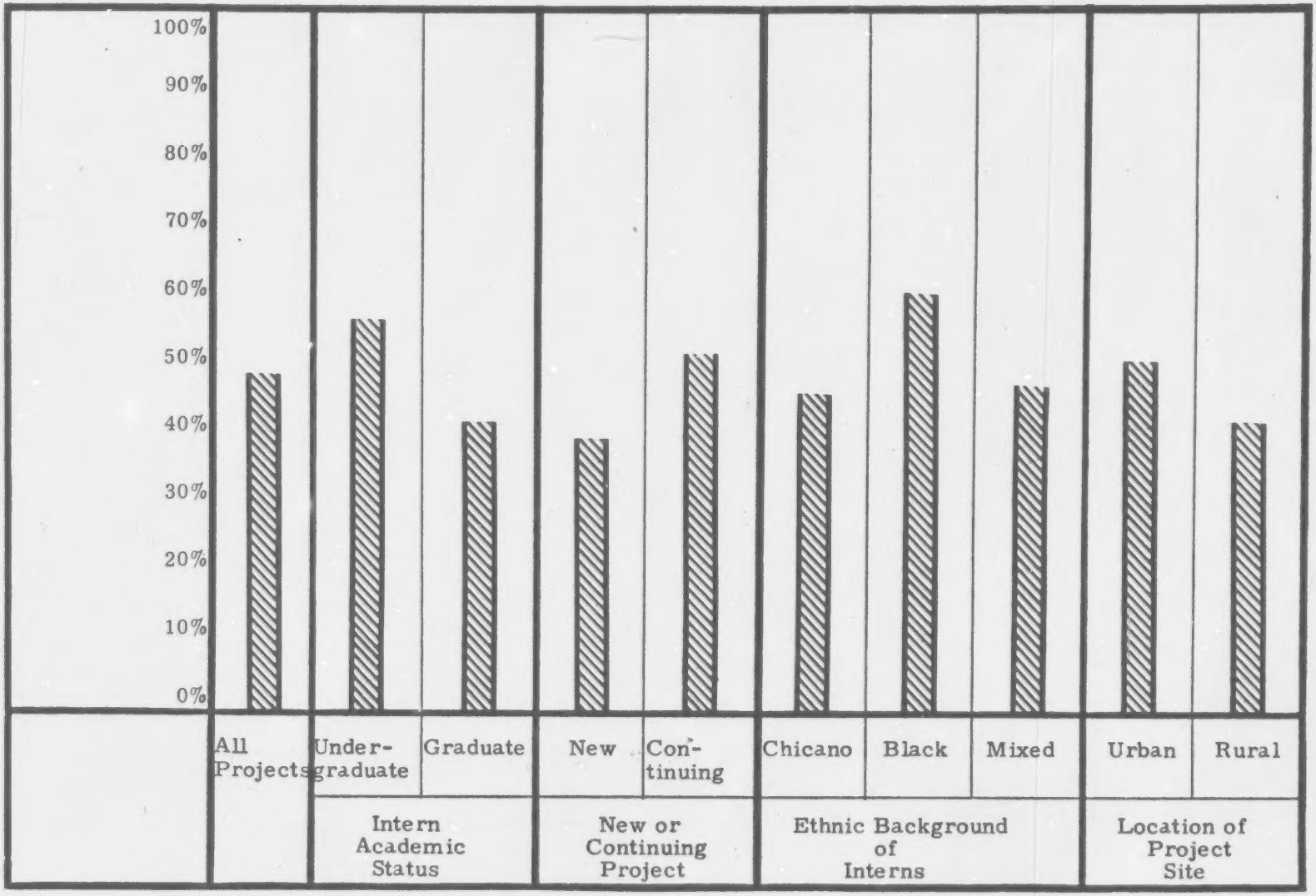


Table A5-4

Percentage Of Schools Where Innovations At School Were A Direct Result Of Teacher Corps, By Type Of Project

		Intern Academic Status		New or Continuing Project		Ethnic Background of Interns			Location of Project Site	
	All Projects	Under-graduate	Graduate	New	Con-tinuing	Chicano	Black	Mixed	Urban	Rural
Team Teaching	56%	55%	56%	56%	55%	80%	57%	47%	48%	73%
"Open Classrooms"	53%	44%	59%	46%	56%	57%	57%	50%	46%	64%
Learning Centers	88%	32%	43%	27%	44%	57%	33%	32%	29%	61%
Individualized Instruction	21%	18%	24%	17%	24%	30%	27%	17%	20%	25%
Modular Instruction	59%	56%	61%	46%	64%	60%	50%	62%	54%	69%
Bi-Lingual Instruction	34%	42%	30%	45%	29%	100%	46%	22%	32%	40%
Ethnically Oriented Instruction	24%	18%	29%	21%	26%	43%	37%	17%	21%	36%
Non-Graded Classrooms	48%	46%	50%	22%	60%	75%	50%	41%	41%	58%
Ethnic Studies	28%	19%	36%	13%	33%	67%	30%	20%	22%	49%

Table A5-5

Extent That Interns Had A Chance To Observe And Participate

In Innovative Teaching At School, By Type Of Project

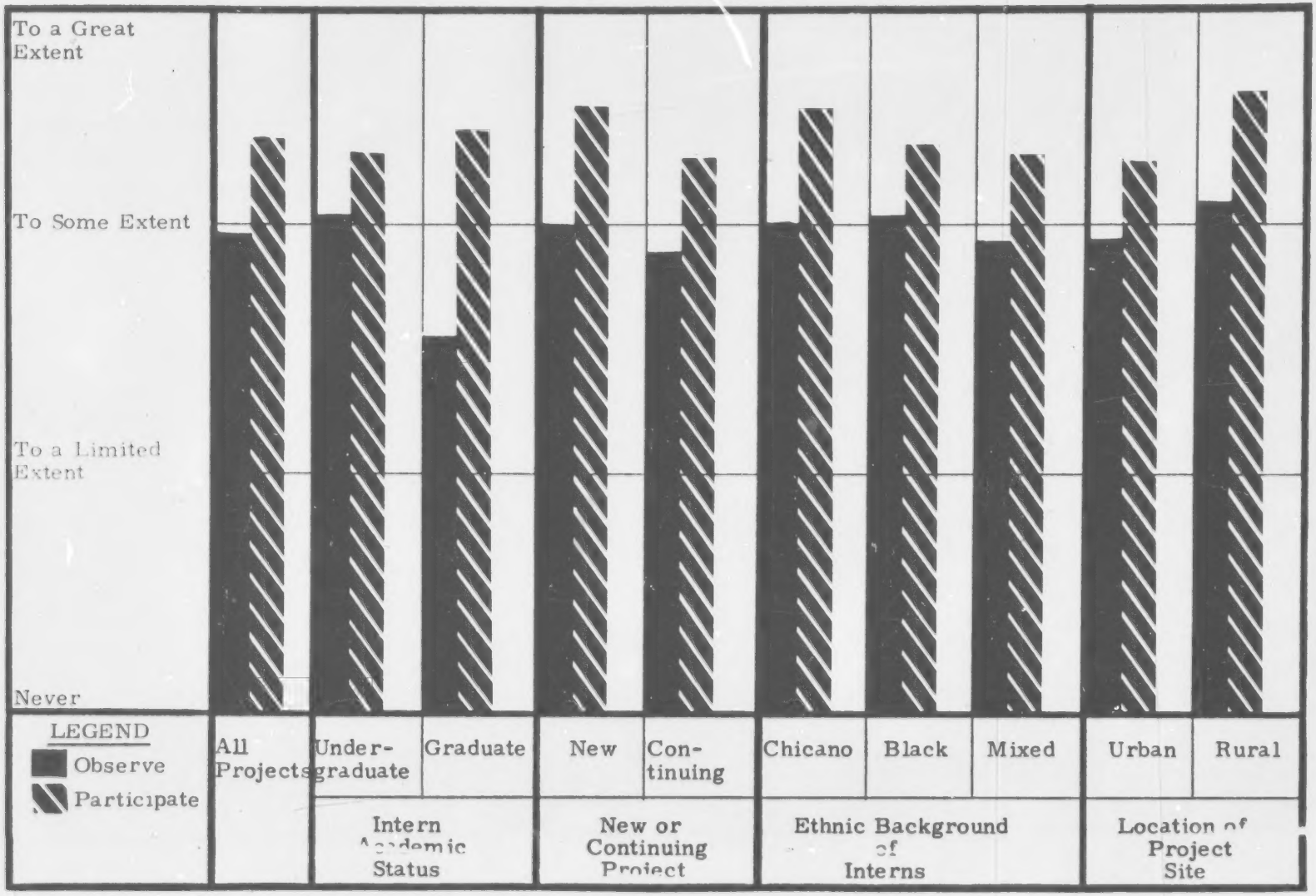


Table A5-6

Hours Per Week Of Team Leader Activities, By Type Of Project

	All Projects	Intern Academic Status		New or Continuing Project		Ethnic Background of Interns			Location of Project Site	
		Undergraduate	Graduate	New	Continuing	Chicano	Black	Mixed	Urban	Rural
Direct Supervision of Interns	12	14	11	11	13	11	13	12	14	9
Classroom Teaching (including Model Teaching)	9	8	10	10	8	8	11	9	8	12
Leadership Role in Team Teaching (e.g., planning, curriculum develop.)	6	6	6	6	6	6	6	6	7	4
Teacher Corps Administrator, including Liason Work	6	4	7	4	7	9	4	6	5	7
Counseling (All Types)	6	6	7	6	6	7	5	7	7	5
Helping Interns with Community Course Work	3	3	3	2	3	4	3	2	3	3

Table A5-7

Extent Of Team Leader Assistance Given Interns, By Type Of Project

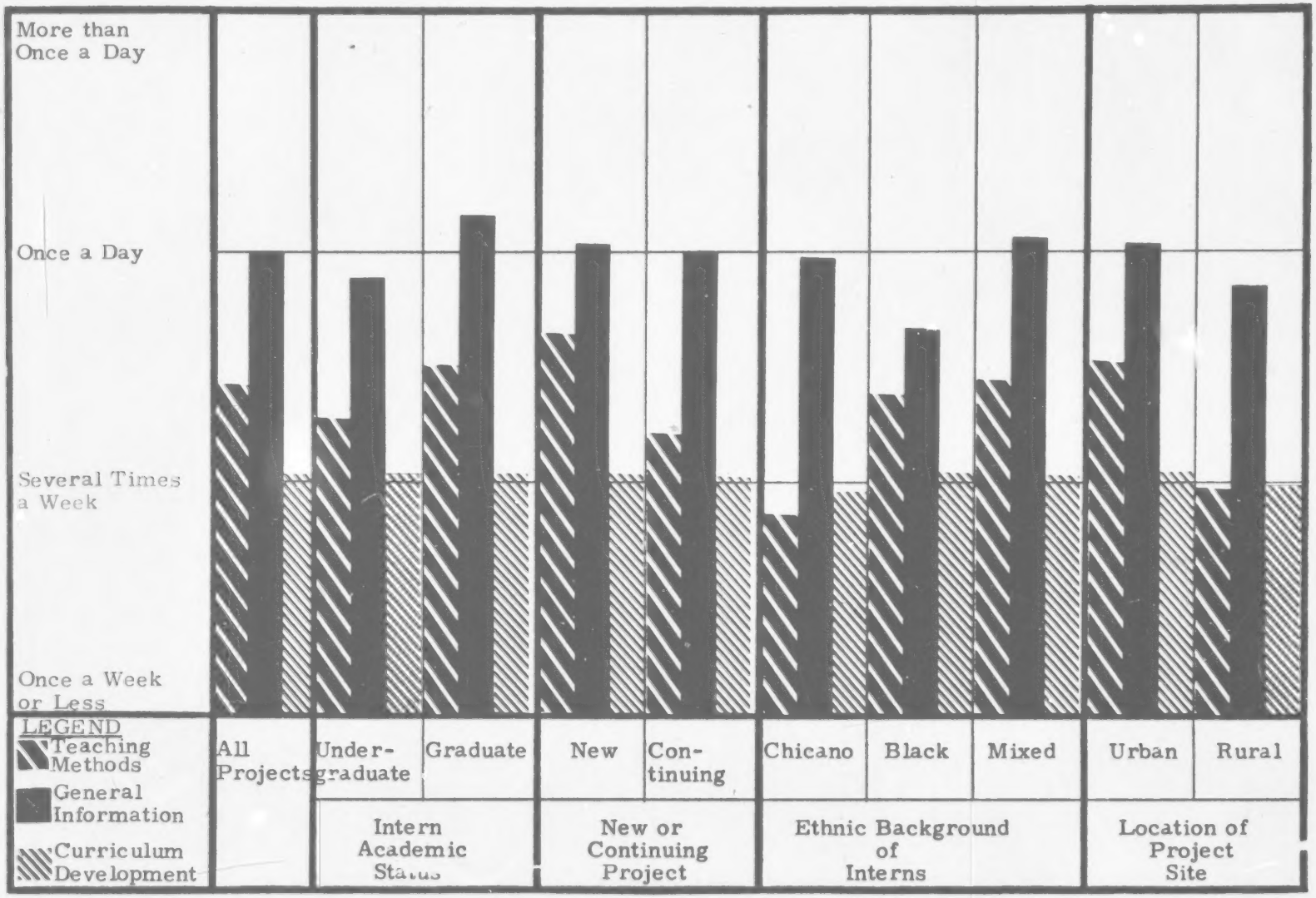


Table A5-8

Team Leader Information About Interns' Courses And Opportunity To Help Interns Apply Coursework, By Project

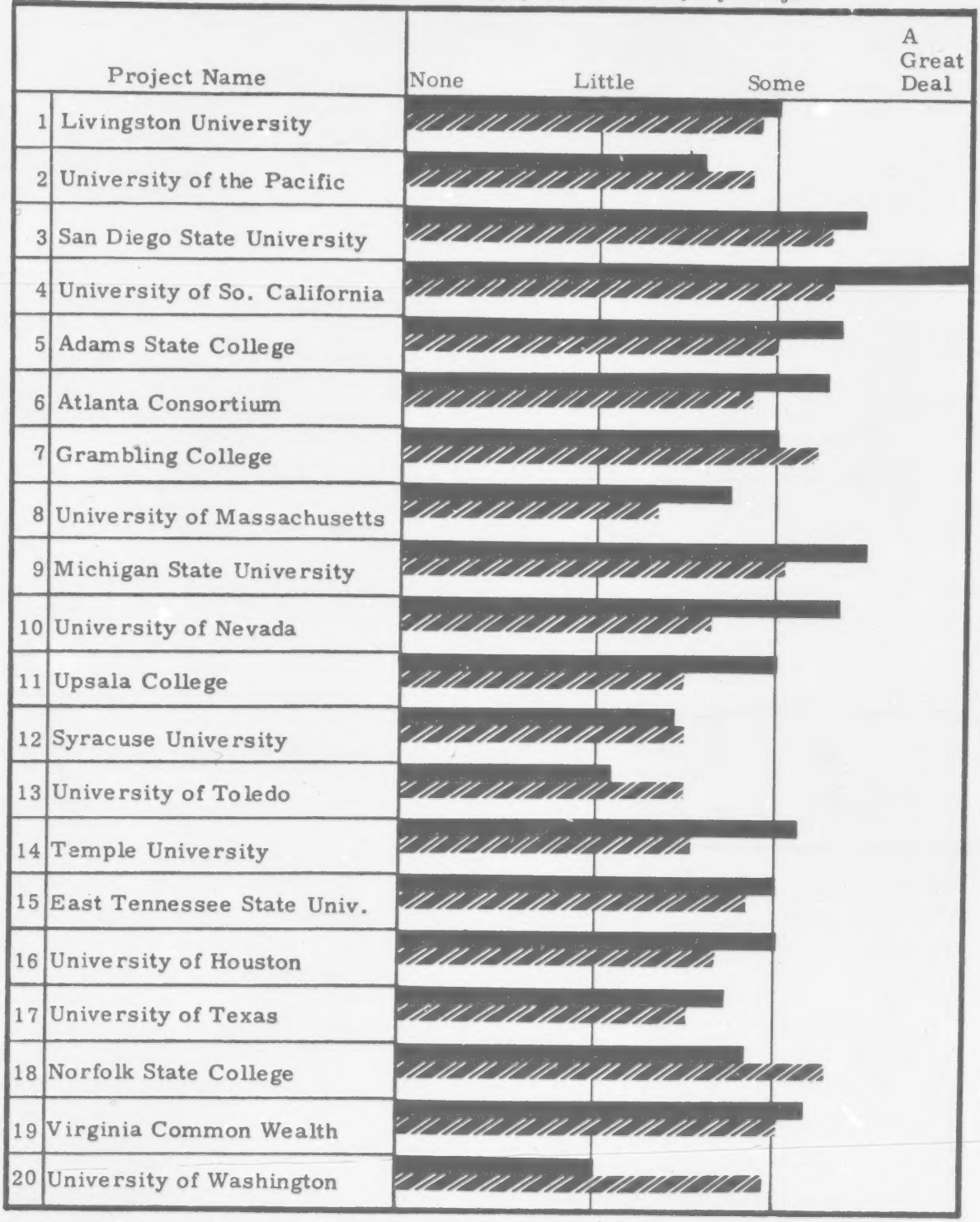


Table A5-9

Amount Of Video Tape Feedback Given Interns, By Type Of Project

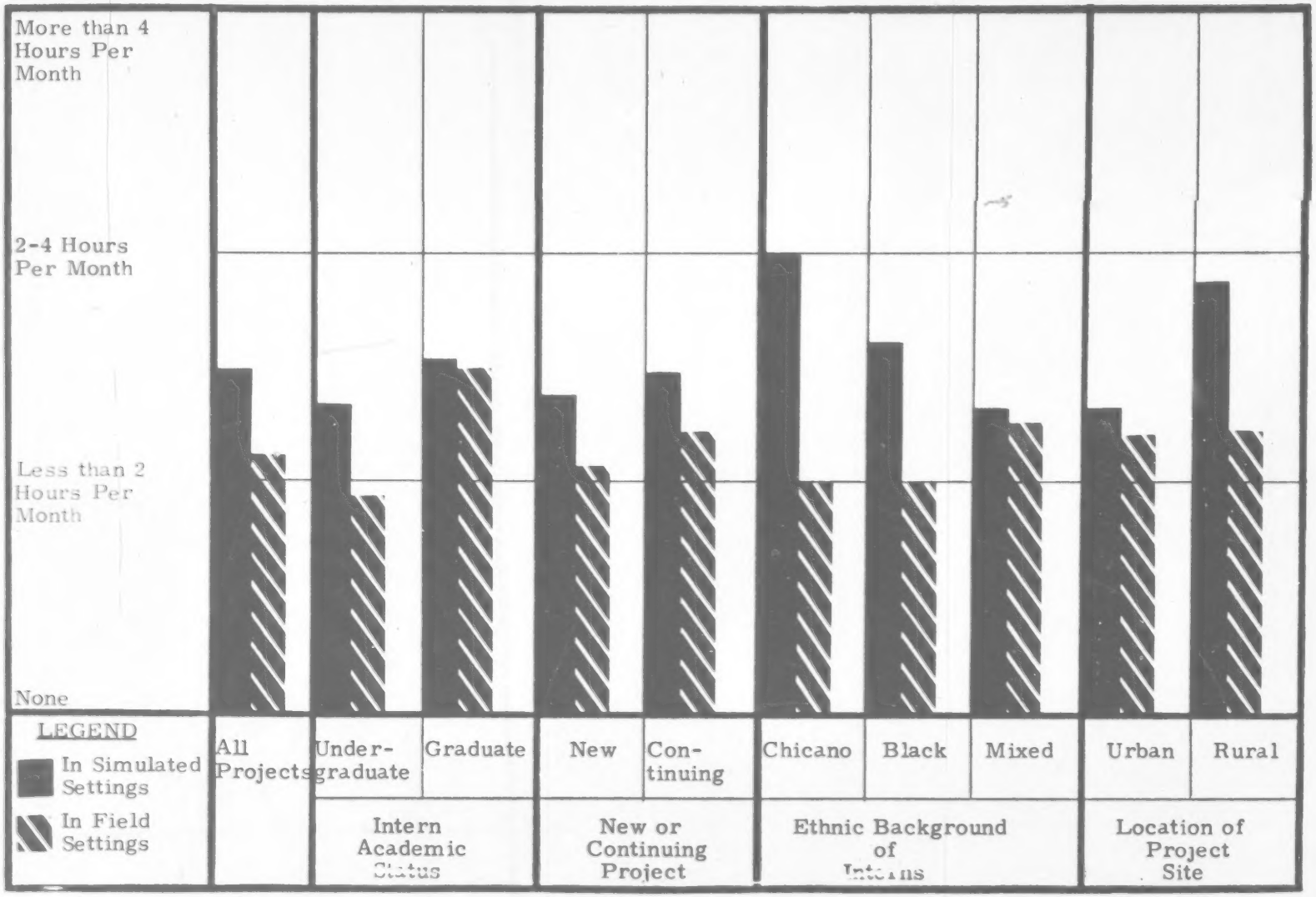


Table A5-10

Percentage Of Teacher Corps Teams Who Were Provided Space In Cooperating Schools

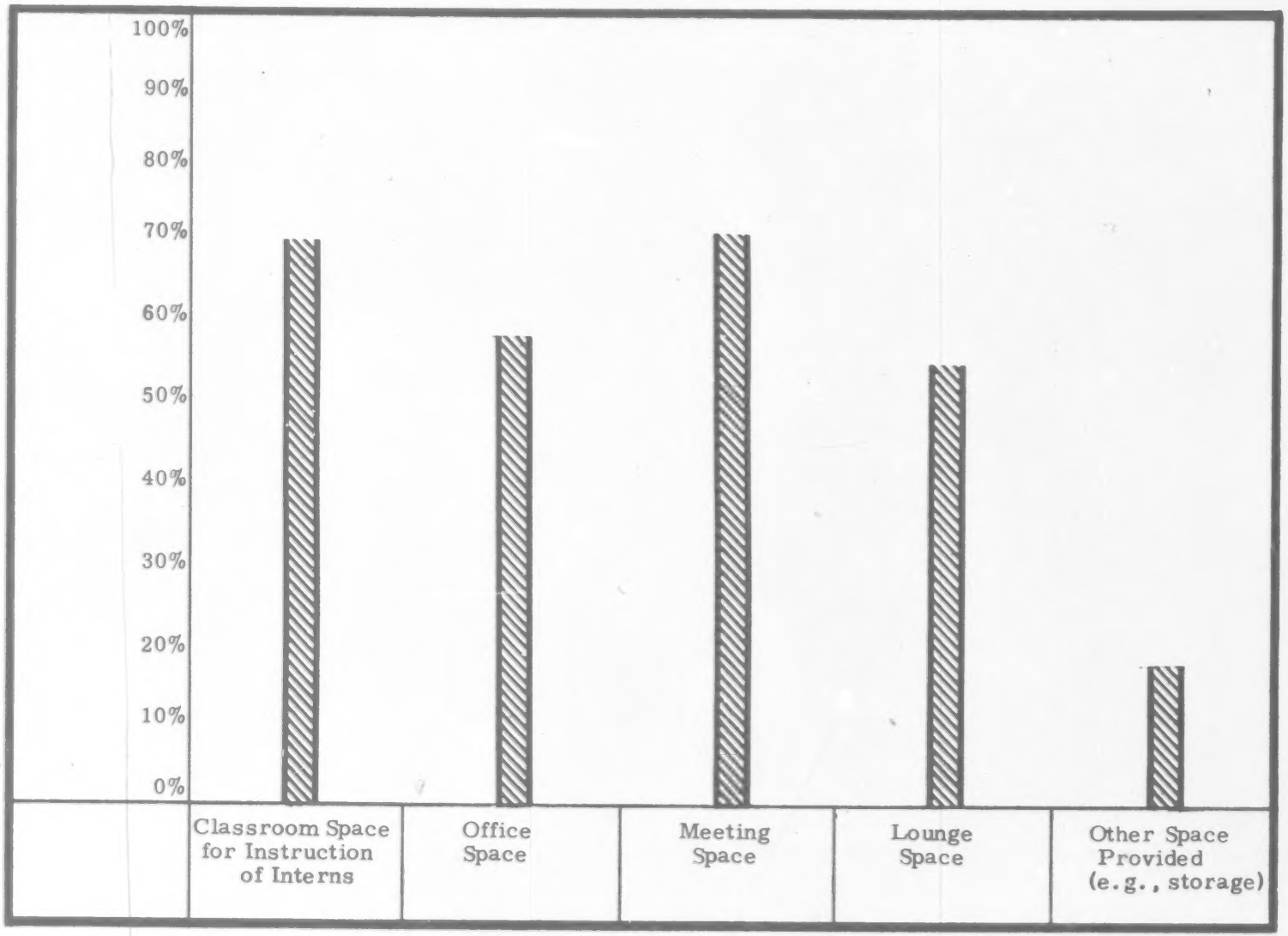


Table A6-1

Average Amount Of Time Intern Spends In Community Component, By Type Of Project

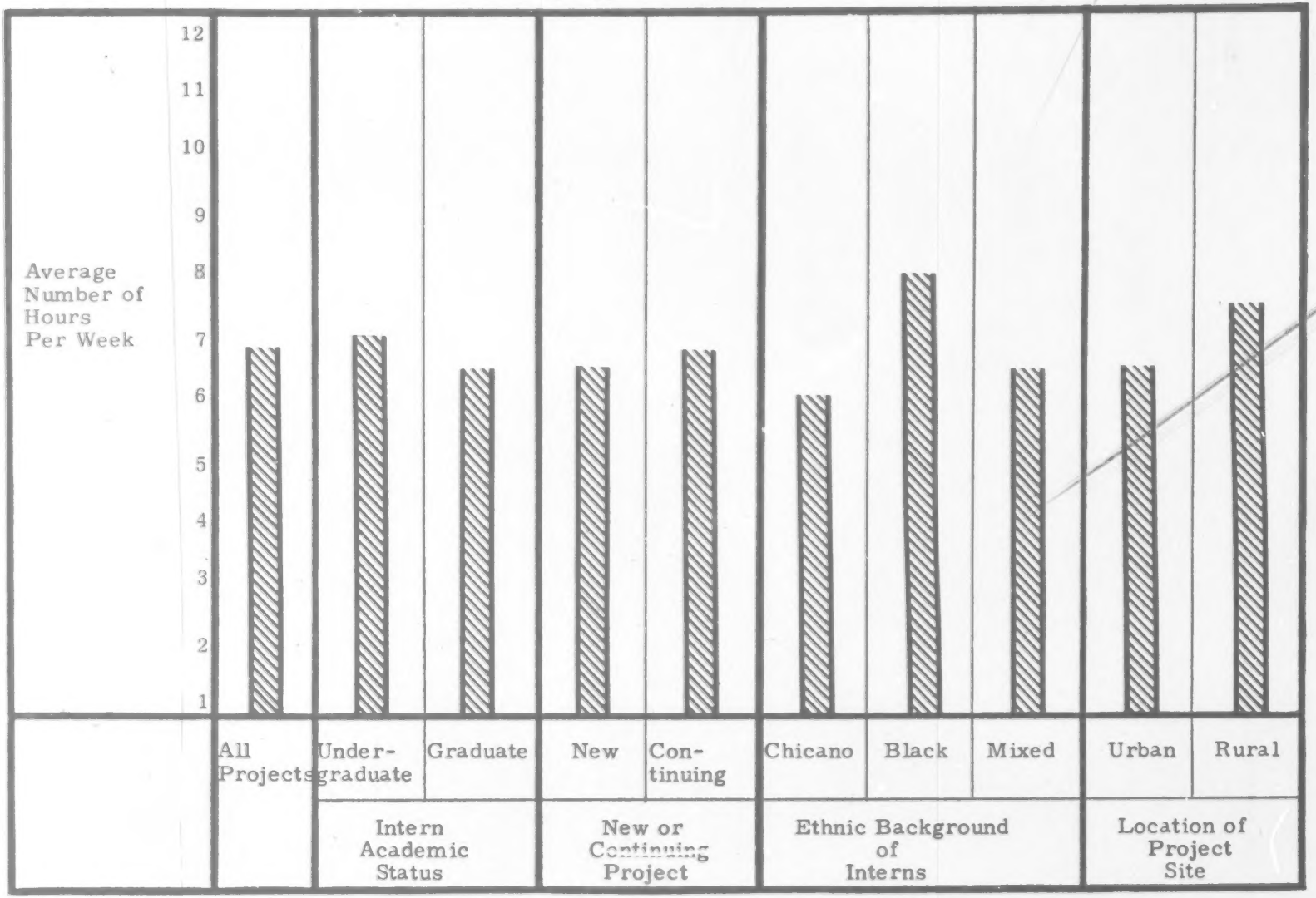


Table A6-2

Average Amount Of Time Intern Spends In Community Component Of The Project, By Project

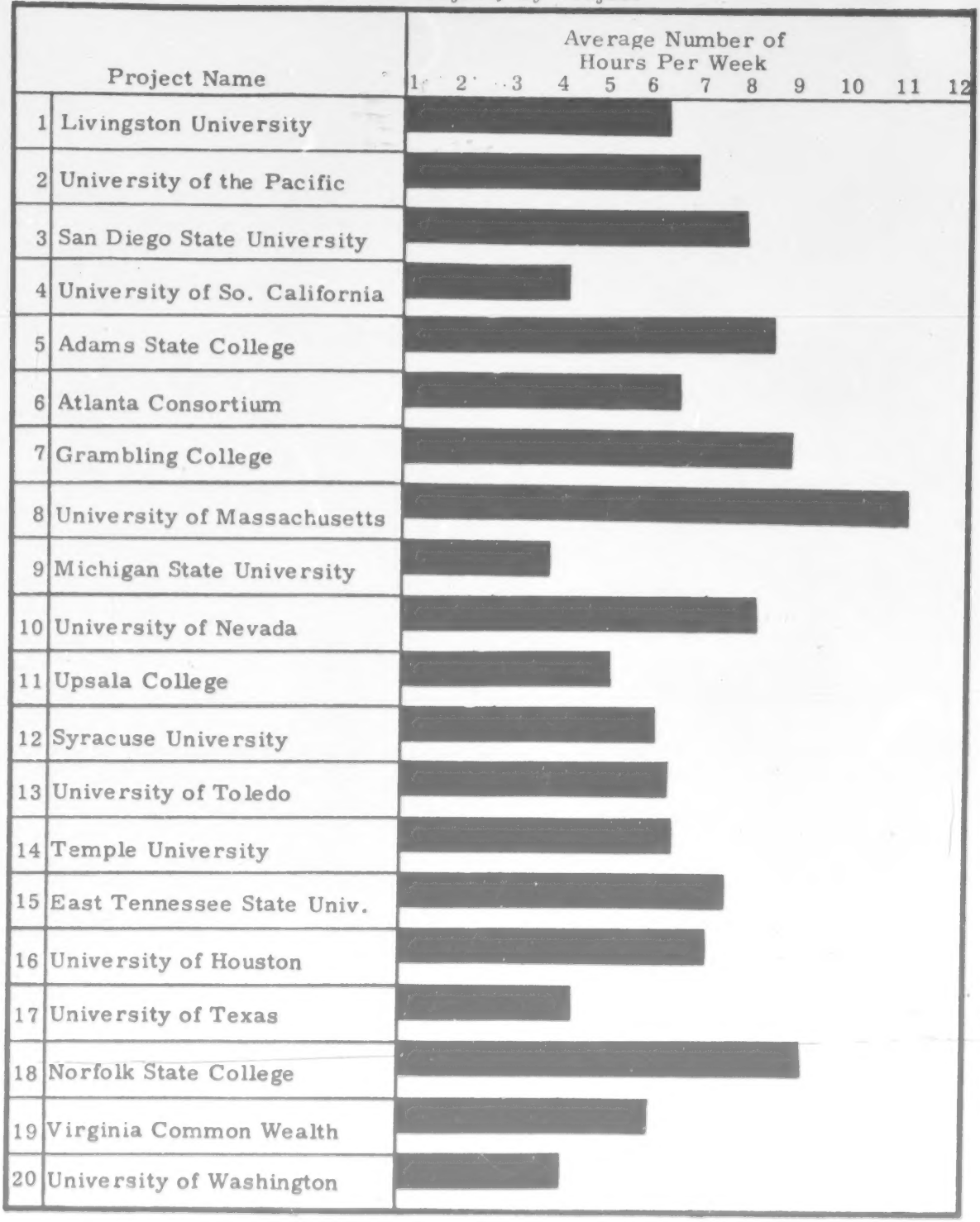

Project Name
Average Number of Hours Per Week
1 2 3 4 5 6 7 8 9 10 11 12
1 Livingston University
2 University of the Pacific
3 San Diego State University
4 University of So. California
5 Adams State College
6 Atlanta Consortium
7 Grambling College
8 University of Massachusetts
9 Michigan State University
10 University of Nevada
11 Upsala College
12 Syracuse University
13 University of Toledo
14 Temple University
15 East Tennessee State Univ.
16 University of Houston
17 University of Texas
18 Norfolk State College
19 Virginia Common Wealth
20 University of Washington

Table A6-3

Percentage Of Interns Who Participated In Various Types Of Community Component Activities, By Type Of Project

		Intern Academic Status		New or Continuing Project		Ethnic Background of Interns			Location of Project Site	
	All Projects	Under-graduate	Graduate	New	Con-tinuing	Chicano	Black	Mixed	Urban	Rural
Tutoring	65%	76%	54%	81%	56%	58%	78%	62%	70%	52%
Work to Involve Parents in School Activities	56%	61%	52%	46%	63%	68%	57%	54%	56%	58%
Work with Community Organizations	59%	66%	52%	53%	62%	66%	50%	61%	61%	54%
Operate Day Care Centers	6%	7%	5%	5%	6%	0%	10%	6%	6%	4%
Specialized Educational Opportunities	22%	22%	21%	11%	28%	45%	10%	22%	18%	32%
Specialized Community Services	13%	14%	12%	12%	14%	15%	11%	13%	12%	16%
Helping Social Agencies	19%	22%	17%	18%	20%	20%	18%	20%	24%	9%

Table A6-4

	Percentage Of Interns Who Participated In Various Types Of Community Component Activities, By Project Project Name	Helping Social Agencies	Specialized Community Services	Specialized Educational Opportunities	Operate Day Care Centers	Work with Community Organizations	Work to Involve Parents in School Activities	Tutoring
1	Livingston University	0%	6%	0%	0%	39%	39%	17%
2	University of the Pacific	35%	18%	24%	12%	94%	82%	82%
3	San Diego State University	54%	23%	23%	8%	77%	92%	77%
4	University of So. California	12%	19%	62%	0%	71%	44%	29%
5	Adams State College	15%	0%	54%	0%	77%	100%	62%
6	Atlanta Consortium	0%	11%	11%	6%	50%	94%	72%
7	Grambling College	17%	11%	0%	0%	56%	44%	100%
8	University of Massachusetts	25%	0%	25%	8%	58%	33%	67%
9	Michigan State University	14%	10%	5%	5%	33%	43%	57%
10	University of Nevada	14%	7%	50%	0%	71%	14%	71%
11	Upsala College	0%	29%	21%	0%	50%	21%	100%
12	Syracuse University	0%	0%	0%	0%	67%	67%	58%
13	University of Toledo	28%	6%	39%	6%	72%	61%	72%
14	Temple University	29%	12%	24%	12%	41%	23%	35%
15	East Tennessee State Univ.	4%	33%	44%	15%	41%	67%	52%
16	University of Houston	36%	4%	4%	4%	59%	77%	59%
17	University of Texas	36%	27%	9%	0%	46%	64%	100%
18	Norfolk State College	26%	10%	5%	21%	53%	63%	100%
19	Virginia Common Wealth	42%	0%	0%	8%	58%	50%	58%
20	University of Washington	17%	22%	33%	0%	89%	39%	56%

Amount Of Supervision Given Interns In Community Component,
By Role Group Of Supervisor

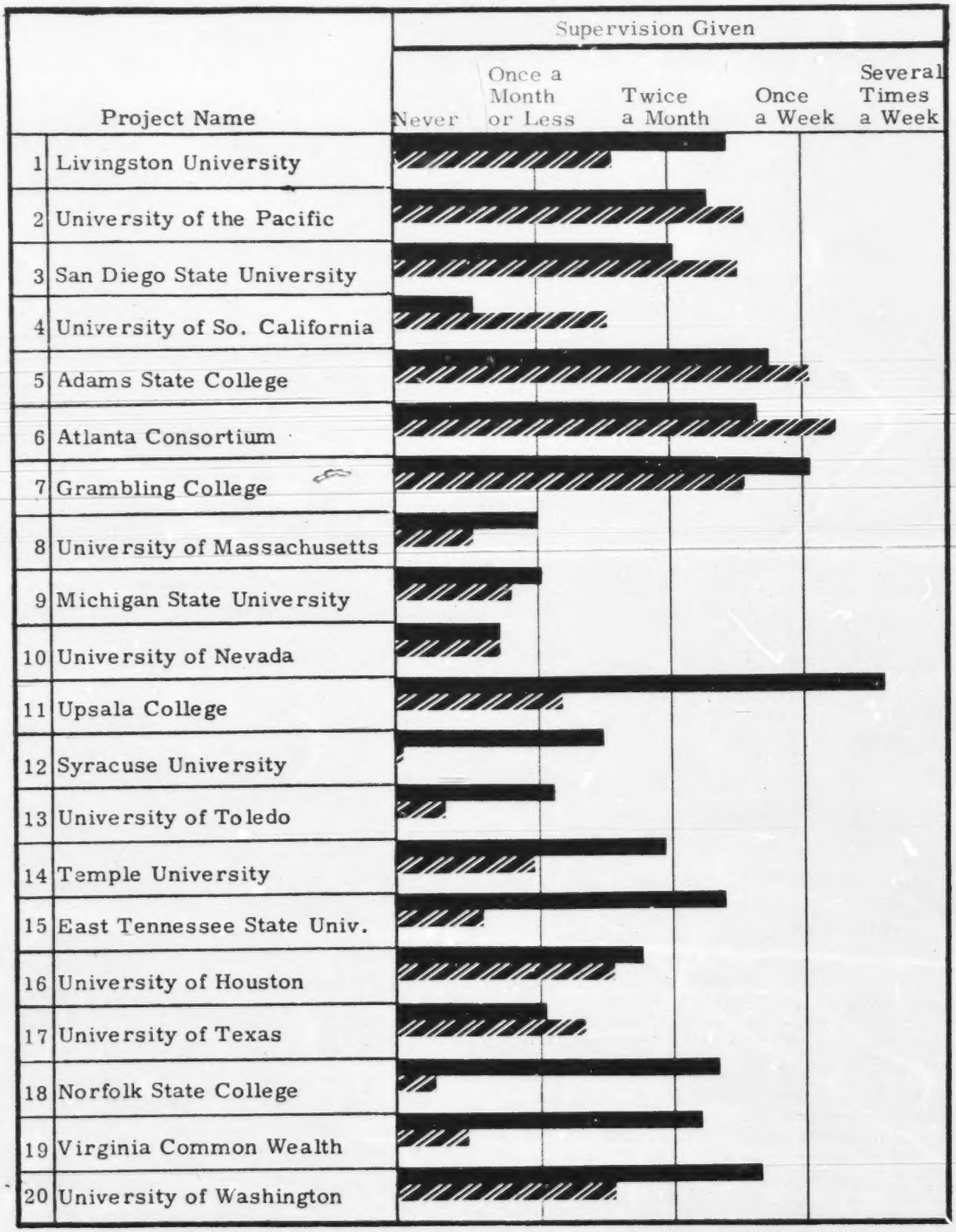


Table A6-6

Intern Perception Of Helpfulness Of Supervision Received For Community Component, By Type Of Project

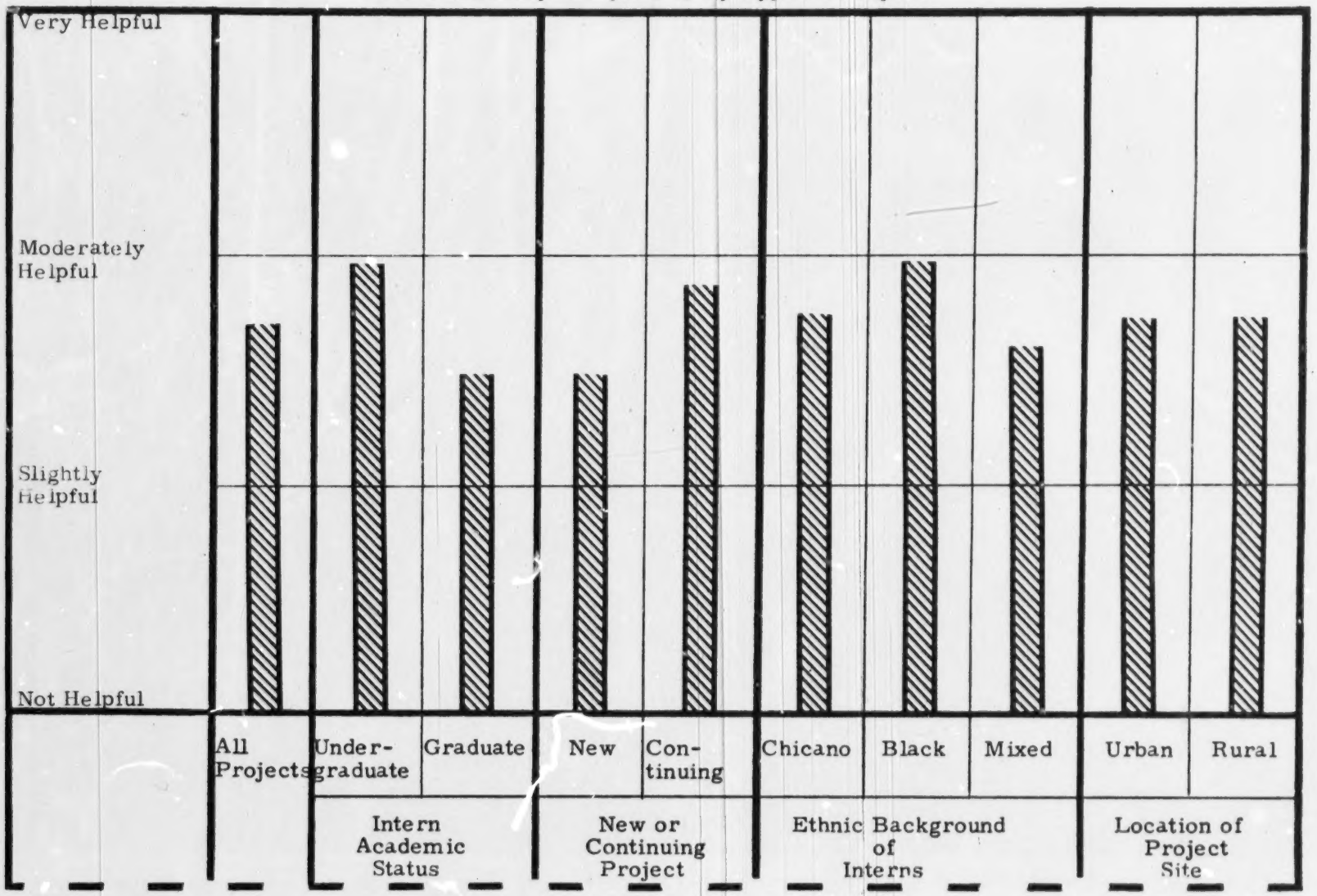


Table A6-7

Public School Staff Attitudes About Value Of Community Component, By Type Of Project

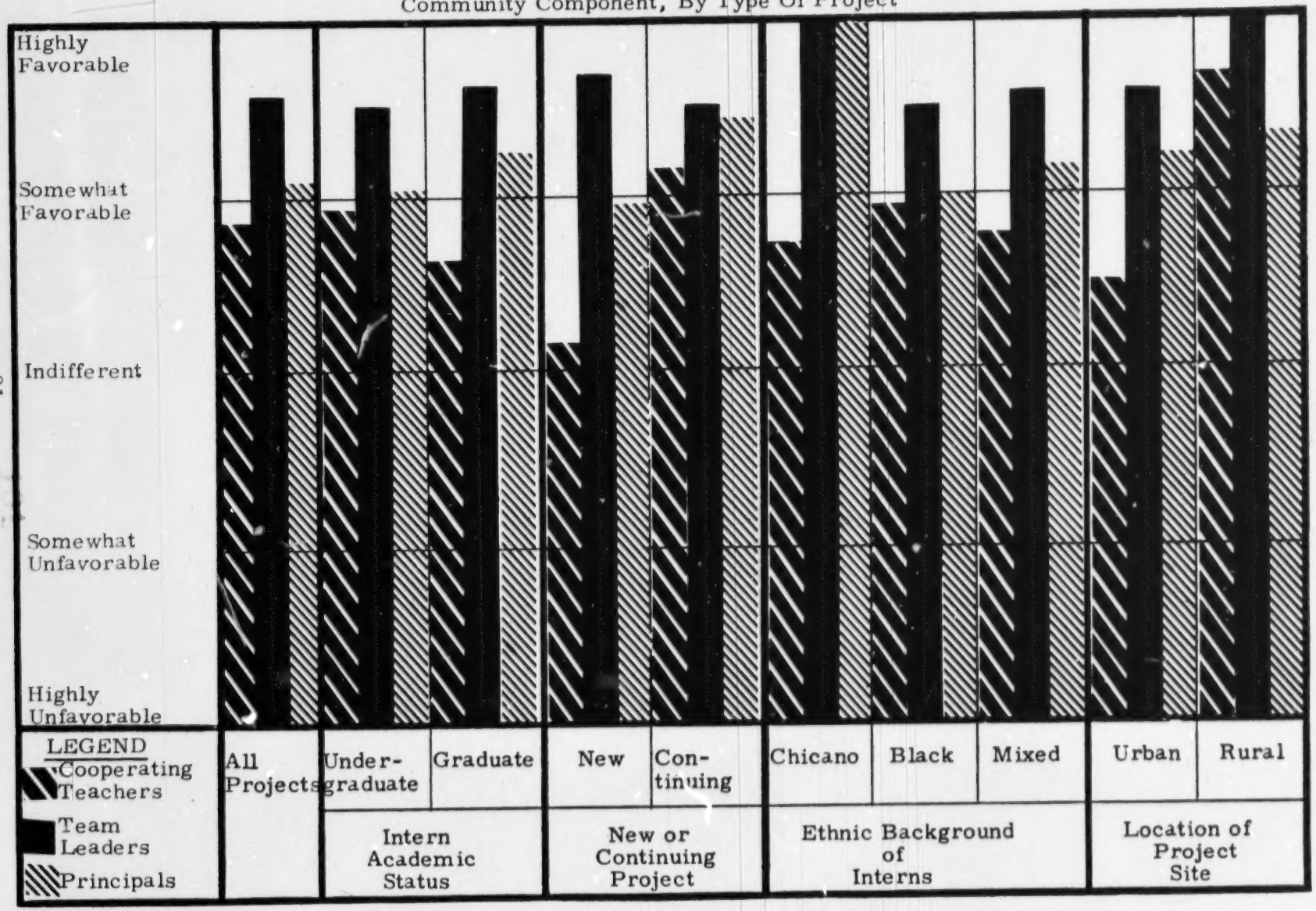


Table A6-8

Public School Staff Attitudes About

Value Of Community Component, By Project

	Project Name	Principals	Team Leaders	Other Teachers At School	Cooperating Teachers
1	Livingston University	5.0	5.0	4.3	5.0
2	University of the Pacific	4.5	5.0	4.0	4.3
3	San Diego State University	Unknown	Unknown	5.0	5.0
4	University of So. California	5.0	Unknown	4.0	5.0
5	Adams State College	5.0	Unknown	5.0	5.0
6	Atlanta Consortium	5.0	5.0	4.5	3.5
7	Grambling College	3.0	5.0	3.7	4.0
8	University of Massachusetts	3.8	4.5	3.2	3.6
9	Michigan State University	5.0	5.0	2.2	3.8
10	University of Nevada	3.8	4.8	2.3	2.8
11	Upsala College	3.0	5.0	2.7	2.7
12	Syracuse University	4.0	4.0	2.5	3.0
13	University of Toledo	4.6	4.6	3.3	3.7
14	Temple University	5.0	3.0	4.0	4.0
15	East Tennessee State Univ.	5.0	5.0	5.0	5.0
16	University of Houston	5.0	5.0	4.3	5.0
17	University of Texas	5.0	5.0	3.0	2.3
18	Norfolk State College	Unknown	Unknown	4.3	Unknown
19	Virginia Common Wealth	3.0	5.0	3.0	3.0
20	University of Washington	2.0	1.0	4.0	3.0

LEGEND

5=Highly Favorable
4=Somewhat Favorable
3=Indifferent
2=Somewhat Unfavorable
1=Highly Unfavorable

TABLE A7-1

DEGREE OF INFLUENCE IN PLANNING ABOUT
ALLOCATION OF ALL PROJECT FUNDS,
PROJECT GOALS,
AND ACTUAL INSTRUCTION OF INTERNS

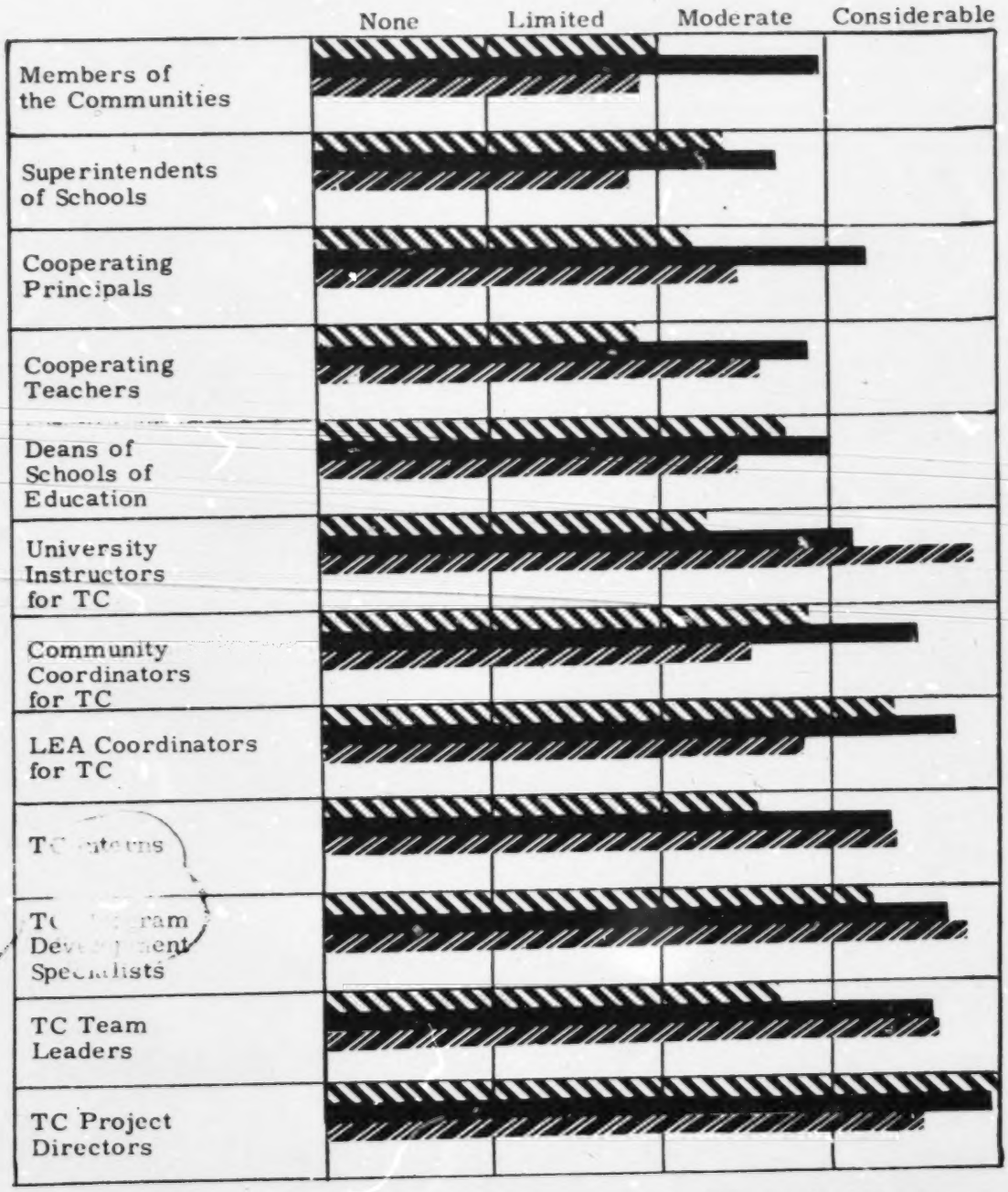


TABLE A7-2

DEGREE OF INFLUENCE IN SELECTING STAFF SUCH AS ORIGINAL CYCLE VI PROJECT DIRECTOR, ORIGINAL CYCLE VI TEAM LEADERS, AND INTERNS

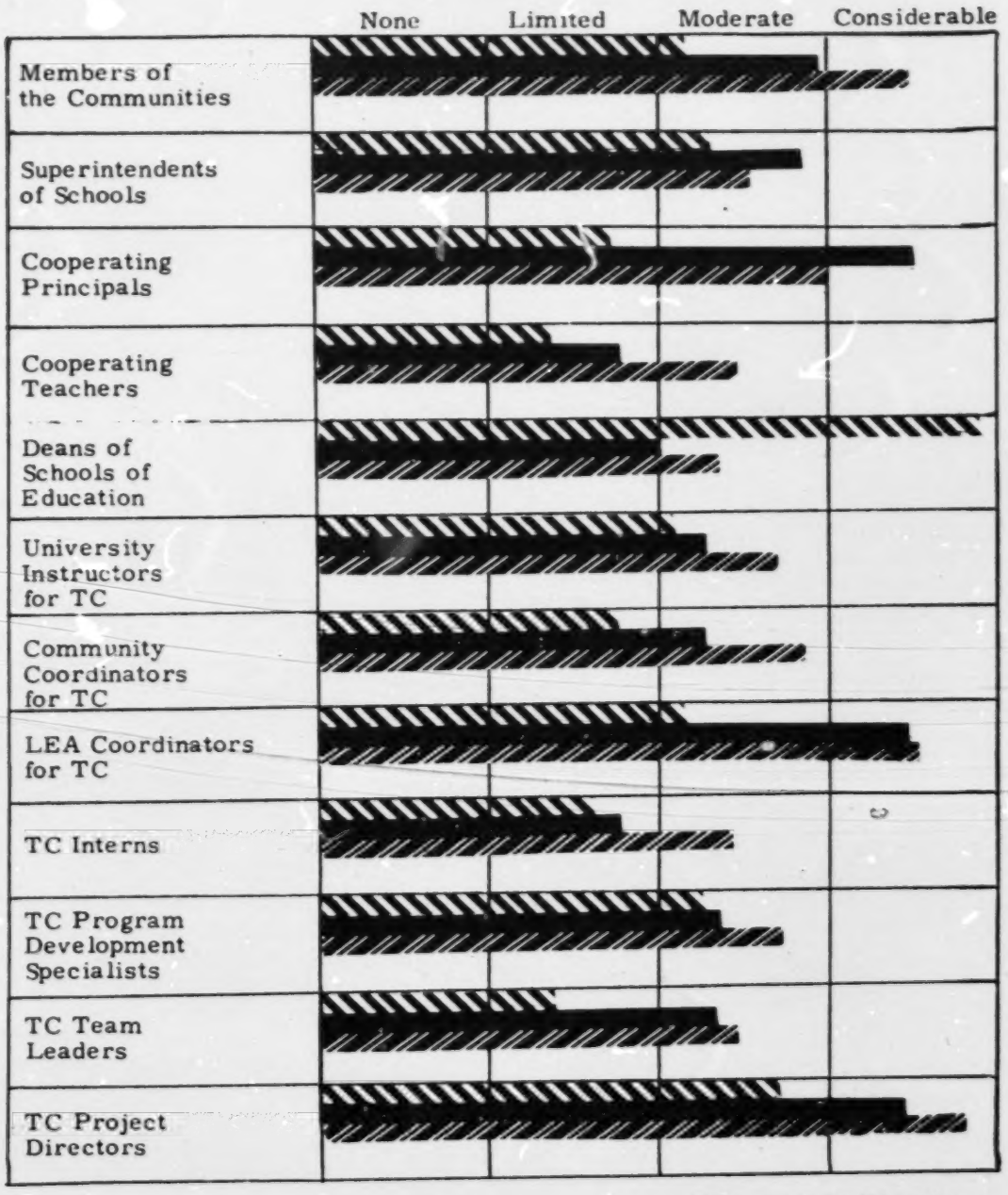


TABLE A7-3

DEGREE OF INFLUENCE IN RESOLVING
CONFLICTS BETWEEN
THE PROJECT AND THE LEA,
THE PROJECT AND THE COMMUNITY,
AND THE PROJECT AND THE COLLEGE OR UNIVERSITY

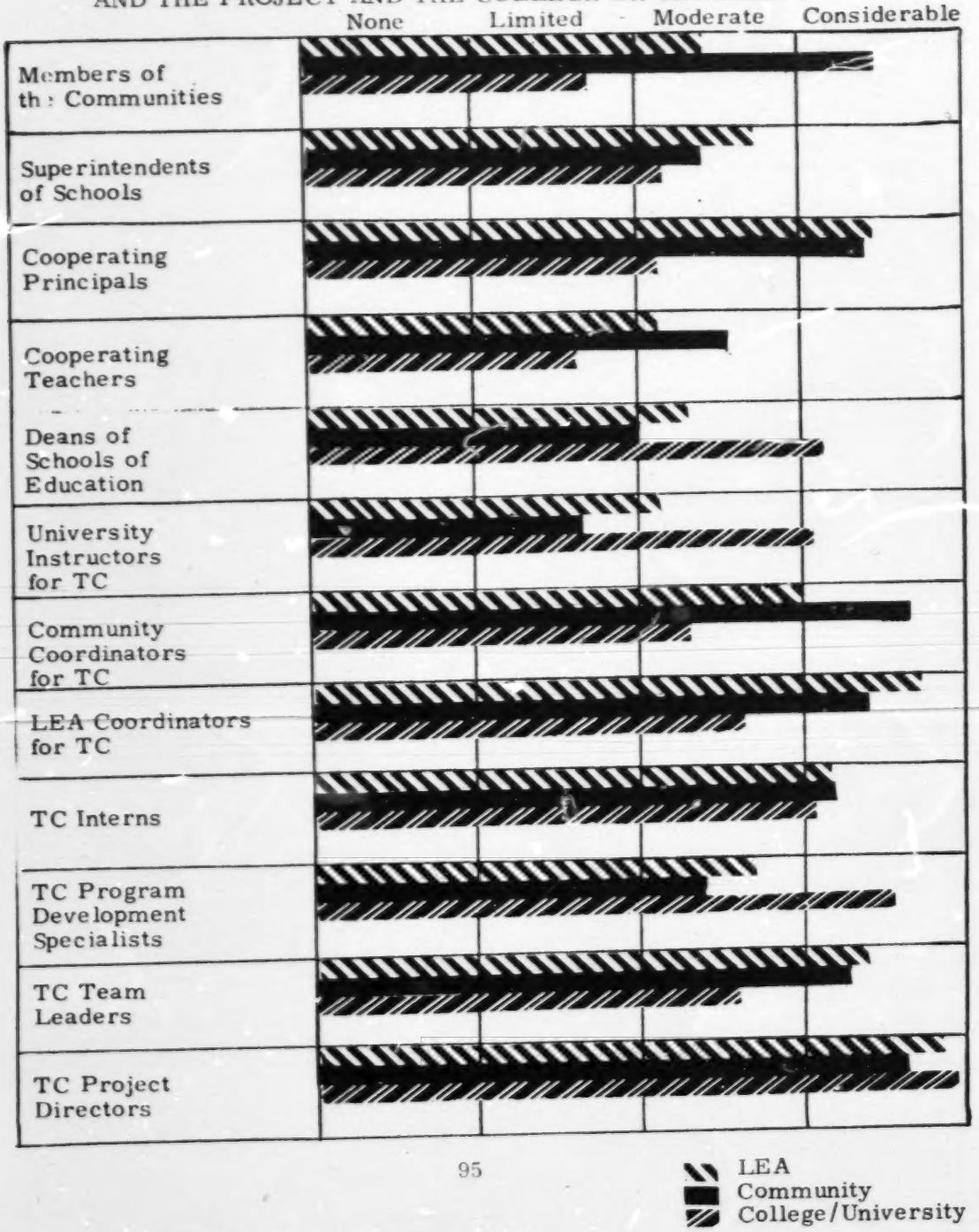


TABLE A7-4

DEGREE OF INFLUENCE OF ROLE GROUPS IN ALL PROJECTS, BY TYPE OF PROJECT, IN SETTING PROJECT GOALS

TC Project Directors	2.9	3.2	2.7	3.1	2.8	3.0	3.3	2.8	3.0	2.8
TC Program Development Specialists	2.7	2.7	2.7	2.4	2.9	2.7	2.5	2.8	2.5	3.2
TC Team Leaders	3.2	3.3	3.1	3.1	3.3	3.0	3.3	3.3	3.1	3.4
TC Interns	2.9	2.9	2.9	2.9	2.9	3.0	2.8	2.9	2.7	3.4
LEA Coordinators for TC	3.0	3.2	2.7	2.8	3.1	3.7	2.8	2.8	2.7	3.6
Community Coordinators for TC	3.1	3.4	2.8	3.4	2.9	3.0	3.5	3.0	2.9	3.6
University Instructors for TC	3.5	3.8	3.3	3.4	3.6	3.3	3.7	3.5	3.5	3.6
Deans of Schools of Education	3.7	3.9	3.6	3.7	3.8	3.7	4.0	3.7	3.7	3.8
Cooperating Teachers	3.3	3.3	3.3	3.3	3.3	3.3	3.0	3.4	3.3	3.4
Cooperating Principals	3.7	3.8	3.6	3.4	3.9	3.7	3.8	3.7	3.7	3.8
Superintendents of Schools	3.6	3.5	3.7	3.5	3.7	3.7	3.5	3.6	3.5	4.0
Members of the Communities	4.0	4.0	3.9	3.9	4.0	4.0	4.0	3.9	3.9	4.0
	All Projects	Under-graduate	Graduate	New	Con-tinuing	Chicano	Black	Mixed	Urban	Rural
		Intern Academic Status		New or Continuing Project		Ethnic Background of Interns			Location of Project Site	

BL 7-5

DEGREE OF INFLUENCE OF ROLE GROUPS IN ALL PROJECTS, BY TYPE OF PROJECT, IN SELECTION OF INTERNS

TC Project Directors	3.5	3.8	3.2	3.4	3.5	2.7	3.8	3.6	3.6	3.2
TC Program Development Specialists	2.5	2.6	2.5	3.0	2.2	2.3	3.3	2.3	2.3	3.2
TC Team Leaders	3.0	3.0	3.0	2.9	3.1	2.3	3.3	3.1	3.0	3.0
TC Interns	2.4	2.6	2.3	2.0	2.7	2.3	2.8	2.3	2.4	2.6
LEA Coordinators for TC	2.3	2.4	2.2	2.4	2.3	2.3	2.5	2.2	2.3	2.4
Community Coordinators for TC	2.7	3.0	2.4	2.9	2.6	3.0	3.5	2.4	2.5	3.4
University Instructors for TC	2.9	2.9	2.8	2.4	3.2	3.7	2.5	2.8	2.8	3.0
Deans of Schools of Education	3.5	3.8	3.2	3.4	3.6	3.7	3.8	3.4	3.4	3.8
Cooperating Teachers	2.4	2.7	2.1	1.5	3.0	3.0	2.5	2.2	2.1	2.3
Cooperating Principals	2.7	2.9	2.6	2.6	2.8	3.7	3.0	2.5	2.6	3.2
Superintendents of Schools	2.5	2.4	2.5	2.0	2.8	3.7	2.5	2.2	2.2	3.2
Members of the Communities	3.8	3.7	3.8	3.9	3.8	4.0	3.8	3.8	3.8	3.8
	All Projects	Under-graduate	Graduate	New	Con-tinuing	Chicano	Black	Mixed	Urban	Rural
		Intern Academic Status		New or Continuing Project		Ethnic Background of Interns			Location of Project Site	

TABLE A7-6

DEGREE OF INFLUENCE OF ROLE GROUPS IN ALL PROJECTS, BY TYPE OF PROJECT, IN RESOLVING CONFLICTS BETWEEN THE PROJECTS AND IHE

		Intern Academic Status		New or Continuing Project		Ethnic Background of Interns			Location of Project Site	
	All Projects	Under-graduate	Graduate	New	Con-tinuing	Chicano	Black	Mixed	Urban	Rural
TC Project Directors	1.7	1.8	1.7	1.8	1.7	1.7	2.0	1.7	1.7	1.8
TC Program Development Specialists	2.2	1.8	2.5	2.5	2.0	2.7	2.7	1.9	2.0	2.6
TC Team Leaders	2.1	2.0	2.2	2.5	1.9	2.3	3.0	1.8	2.0	2.4
TC Interns	1.7	1.8	1.6	1.8	1.6	1.7	2.3	1.5	1.6	1.8
LEA Coordinators for TC	3.1	3.0	3.2	3.4	3.0	4.0	3.7	2.7	2.8	4.0
Community Coordinators for TC	3.0	3.3	2.9	2.8	3.2	3.3	3.7	2.8	2.8	3.6
University Instructors for TC	2.3	2.6	2.0	2.2	2.3	2.0	3.0	2.2	2.4	2.0
Deans of Schools of Education	2.6	2.8	2.6	2.6	2.7	2.7	2.7	2.6	2.9	2.0
Cooperating Teachers	3.1	3.1	3.0	3.0	3.1	2.3	3.3	3.2	3.2	2.8
Cooperating Principals	3.6	3.5	3.6	3.2	3.8	3.7	3.0	3.7	3.6	3.4
Superintendents of Schools	2.6	2.6	2.6	2.3	2.8	2.0	2.7	2.8	2.8	2.2
Members of the Communities	3.9	3.9	4.0	4.0	3.9	4.0	4.0	3.9	3.9	4.0

TABLE A7-7

DEGREE OF INFLUENCE OF ROLE GROUPS IN ALL PROJECTS, BY TYPE OF PROJECT, IN RESOLVING CONFLICTS BETWEEN THE PROJECTS AND LEA

TC Project Directors	2.4	2.5	2.3	1.8	2.6	2.3	2.3	2.4	2.2	2.8
TC Program Development Specialists	2.8	2.5	3.0	2.8	2.8	3.0	2.7	2.7	2.7	3.0
TC Team Leaders	3.4	3.5	3.3	3.4	3.4	3.3	4.0	3.3	3.3	3.6
TC Interns	2.1	2.1	2.1	1.8	2.3	1.3	3.3	2.0	2.1	2.2
LEA Coordinators for TC	2.3	2.1	2.4	2.6	2.2	2.7	2.3	2.2	2.1	2.8
Community Coordinators for TC	2.1	2.0	2.2	2.2	2.1	1.7	3.0	2.0	1.9	2.6
University Instructors for TC	3.0	3.1	3.9	2.8	3.1	2.3	3.7	3.0	3.0	3.0
Deans of Schools of Education	3.8	3.9	3.7	3.6	3.8	3.3	4.0	3.8	3.8	3.6
Cooperating Teachers	3.2	3.3	3.1	3.0	3.3	2.7	3.7	3.2	3.3	3.0
Cooperating Principals	2.7	2.3	3.1	2.5	2.8	3.3	2.3	2.7	2.7	2.8
Superintendents of Schools	3.3	3.1	3.6	2.5	3.8	3.0	2.8	3.6	3.3	3.4
Members of the Communities	3.9	3.9	3.9	3.8	3.9	4.0	4.0	3.8	3.8	4.0
	All Projects	Under-graduate	Graduate	New	Con-tinuing	Chicano	Black	Mixed	Urban	Rural
		Intern Academic Status		New or Continuing Project		Ethnic Background of Interns			Location of Project Site	